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ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
LIBRARY EDUCATION STATISTICAL REPORT
1980

471 PARK LANE, STATE COLLEGE, PENN.
ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
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INTRODUCTION

Statistical information about library education in the United States and Canada has never been available to the extent needed, and in the past few years the gap between needed information and available information has increased. Various organizations or individuals have successfully compiled and reported statistical information about selected facets of library education, but in spite of these efforts a continuing need exists for a comprehensive statistical reporting system which covers the major aspects of library education and which will allow for comparisons over time. This report, the first in a series of annual statistical surveys, is intended to meet this need. The information reported here has been compiled and analyzed by members of the Library Education Statistics Committee of the Association of American Library Schools.

The Association of American Library Schools (AALS) has long been concerned with the need for a comprehensive statistical reporting system for graduate library education. To address this need, the AALS Board of Directors approved a proposal which was presented to a number of private foundations. The purpose of the proposal was to seek funding to establish within AALS a unit to be called the Bureau of Library Education Studies. It was intended that this unit collect and analyze statistical information about library education in the United States and Canada on an annual basis and that the Bureau be the primary source for information about library education. Although funding was requested from several foundations, the proposal for the Bureau was not funded. The AALS Board of Directors then appointed a committee to consider alternative strategies for creating a statistical reporting system and to plan and implement the program when approved. The Committee recommended that data be collected and disseminated on five major facets of library education and that each of five institutional members of AALS be invited to gather the data for one of the designated facets. The Board approved this plan, and a representative from each of the participating schools was appointed to serve on the Committee. Each school agreed that its representative to the Committee would fulfill the following responsibilities leading to the completion of the project:

1) Develop a questionnaire for the purpose of collecting data about the topic to which the school was assigned;

2) Compile, analyze, and report the data obtained from the questionnaire;

3) Develop and maintain the data in machine readable form, together with a codebook to be used to provide access to the contents of the data file (an exception to this is the confidential salary data obtained by Russell Bidlack);

4) Retain the data in machine readable form and provide access, at cost, to interested parties.

The five facets of library education covered by this report are listed below with the names and institutional affiliation of the person responsible for collecting, analyzing and reporting the data. Each of these persons is also identified in the appropriate section as the author of that section.

1) Faculty-Russell E. Bidlack, Michigan

2) Students-Carol Learmont, Columbia

3) Curriculum-Elspeth Pope, South Carolina

4) Income and Expenditures-James Krikelas, Wisconsin

5) Continuing Professional Education-Timothy Sineath, Kentucky

The mechanics of the project were as follows: The timetable for completion of the project called for the development of five questionnaires to be ready in final form prior to October, 1979. The five questionnaires, each covering a major facet of library education, were combined into a single questionnaire and were mailed to all AALS deans and directors from the AALS Headquarters in November, 1979. They were returned in early 1980. The single questionnaire was then divided into five parts, each of which was distributed to the representative of the school from which it originated. The representatives of the five schools were then responsible for tabulation and analysis of the data. In June, 1980, the representatives of the schools completed a preliminary tabulation and analysis and distributed their reports to all members of the Committee for review. The Committee met during the American Library Association Annual Conference in New York City to discuss and review the reports. Following this meeting, the reports were refined further and then sent to the committee Chairperson for editorial review. Subsequently each author sent camera-ready copy to the Executive Secretary of AALS for printing and distribution. This report is the result of those efforts.

The final report consists of five sections, each of which corresponds to one of the facets of library education noted above. The pages in each section are numbered separately. The tables are also numbered separately in each section with Roman numerals used to designate the section number and Arabic numerals the table number. Because each section is written by a different author, there are some variations in format and style, although variations can also be attributed to differences in the subject matter of each section. Throughout the document, tables and analysis which pertain to associate institutional members are reported separately from those about institutional members.

The faculty section of the report is comprised of two parts. The first part is based on data obtained through the long standing request from Dean Russell Bidlack (Michigan) to library school deans and directors for confidential salary information about full time faculty members. This request was sent separately from the questionnaire mentioned above. All 67 institutional members responded to Dean Bidlack's request as did 27 associate institutional members. The content of the remainder of the faculty section, as well as the content of all of the other sections, is derived from data obtained from the questionnaire described above.

Among the institutional members of AALS, 63 of 67 schools replied to the questionnaire. Responses from 4 schools were not received. These four schools were McGill, San Jose, Alberta and Emporia State. San Jose did return the completed questionnaire but it was never received. The percentage of associate institutional members which responded was significantly smaller than institutional member schools. Only [illegible] associate institutional members reported information which was included in the report. One additional school, California State, did respond, but the reply was received too late to be included. Because there were so many associate institutional members which did not respond, those schools which did not submit a completed questionnaire are not listed in the tables and analysis. The limited response by associate institutional members can be explained in part by replies from schools which indicated that the questions did not fit their circumstances because they are not separate units within their college or university; however, the low response from associate institutional members was a matter of concern to the Committee.

The number of responses reported for individual sections or for specific questions is sometimes lower than the total response because of incomplete, irreconcilable, or otherwise unusable information: thus, missing information in any of the tables indicates that the questionnaire was not returned, that the question was left blank, or that the information was not usable.

Two institutions (Ball State and Southern Mississippi), now accredited by the American Library Association and thus eligible to be institutional members, are identified throughout the report as associate institutional members because their accreditation occurred after the time period covered by the report.

This first report of the new statistical reporting system for library education is perceived by the Committee as a trial run with the expectation that certain changes will result from the experience of this first year. Already the representatives from the participating schools have modified the questionnaires for use during the second year. The Committee welcomes any recommendation for change by the readers of the report and will give serious consideration to any such recommendations.

This report is reproduced for distribution without charge to all schools which participated in the study by submitting a completed questionnaire. A nominal charge is made for other schools and for other institutions or individuals interested in obtaining copies of the report. The expense of tabulating and analyzing the data and the writing of the report was borne by the five participating schools and/or by the authors of each section. The cost of reproducing and distributing the report, as well as the expenses of the committee, was borne by the Association of American Library Schools.

The members of the Library Education Statistics Committee as it is presently constituted are: Russell E. Bidlack (Michigan): Carol Learmont (Columbia); Elspeth Pope (South Carolina): James Krikelas (Wisconsin-Madison); Timothy Sineath (Kentucky); Genevieve Casey (Wayne State): Robert Booth (Wayne State); and Gary Purcell (Tennessee) Chairperson. In addition, two other persons served on the committee in the developmental stages of the project. These persons are Robert Stueart (Simmons) and Rose Mary Magrill (Michigan). Invaluable assistance throughout this project was provided to the Committee by Janet Phillips, AALS Executive Secretary. Without the active assistance of each of these people, the project could not have been completed, and their assistance is gratefully acknowledged.

Gary R. Purcell, Chairperson
AALS Library Education Statistics Committee

FACULTY

By Russell E. Bidlack

The section of this statistical report devoted to faculty is presented in two parts. Part I is based upon the confidential data provided in response to the writer's direct request to heads of library schools for information pertaining to the salaries and related data for full-time faculty. It represents the seventh such survey of this nature to be published. The six previous reports, covering the years 1973-74 through 1978-79, have appeared annually in the Journal of Education for Librarianship. Prior to the present report, however, only those schools appearing on the ALA accredited list (i.e., AALS member schools) have been included.

Part II of the faculty section of this report is based upon information provided in response to the general questionnaire mailed by the Association of American Library Schools in November 1979 to all AALS associate-member schools as well as to the AALS member schools.

Throughout this report, the terms "ALA accredited programs," "schools on the ALA accredited list," and "AALS member schools" are used interchangeably. Library schools included in this survey whose programs have not been accredited by the American Library Association are called "AALS associate-member schools" or "schools not on the ALA accredited list."

Individual schools are not identified in Part I in relationship to specific data. This is in keeping with the writer's commitment of confidentiality in the six previous surveys of faculty salaries. In Part II, however, individual schools are identified where meaningful data could be presented in keeping with the policy adopted when the AALS questionnaire was designed.

PART I:

Included here are data from all 67 library education programs holding ALA accreditation as of January 1, 1980 (i.e., the AALS member schools). This is precisely the same group of schools included in the 1978-79 survey appearing in the Spring, 1979, issue of Journal of Education for Librarianship (Vol. 19, No. 4, pp. 318-336). (The master's degree program of the Department of Library Science at Ball State University was accredited by the ALA during the 1980 Midwinter Meeting, but this was after the January 1st date used as a basis for compiling the statistics that follow.)

Unlike the six earlier surveys, as noted above, the present report includes data for a number of programs not on the ALA accredited list on January 1, 1980. To survey this latter group, the same request for salary and related information was sent to the heads of the 35 American library schools holding associate membership in AALS as listed in the Summer 1979 issue of the *Journal of Education for Librarianship*. Requested data were supplied by 27 of the 35. These data are presented later in Part I of this report, beginning on page F-23.

To the deans and directors of each of the 67 schools holding ALA accreditation and to the 27 heads of AALS associate-member schools who responded, the writer expresses his deep appreciation for their willingness to share these sensitive items of information. (Throughout this report, the term "deans and directors" will often be used to refer to the executive officers heading the library schools.)

More data were requested in the present survey than ever before. Deans and directors were asked not only to provide the salary figure in effect on January 1, 1980, for each full-time faculty member, but also his/her academic rank, appointment period, tenure status, sex, highest degree earned, (including the discipline represented by that degree), ethnic origin, age category, year of initial full-time appointment, and the year of appointment to present rank. These data were gathered with the understanding that no school nor individual would be identified with specific data in this report. Deans and directors were requested not to include fringe benefits as part of the salary figures. No part-time faculty were to be reported, including library science librarians, even though such individuals held faculty titles. Faculty members on sabbatical leave were to be included if their full salaries were being paid by the institution during their leave.

For two schools on the accredited list, the salary figures were reported as the same as in 1978-79 because of pending contract settlements.

The 67 AALS member schools included in this survey are: Alabama; Alabama A & M; Alberta; Arizona; Atlanta; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Emporia Kansas State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; SUNY, Geneseo; North Carolina; North Carolina Central; Northern Illinois; North Texas State; Oklahoma; George Peabody; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Michigan; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

Two schools on the accredited list declined to provide complete data because of institutional policy. Salary figures were withheld by Brigham Young, while Chicago declined to report salaries as well as ethnic origin and age grouping.

In order to make comparisons possible with earlier reports, statistics for the accredited programs have been kept separate from the others. Statistics for the 27 AALS associate-member schools begin on page F-24.

The full-time faculty, including deans and directors, in the 67 schools with ALA accredited programs on January 1, 1980, totaled 714. (Unfilled posi tions have not been included in this total.) Salary figures were reported for 698 of these individuals (i.e., all except those at Brigham Young and Chicago). The number of full-time faculty in these 67 schools varied from a low of 4 to a high of 19, with an average of 10.66. A year earlier, on January 1, 1979, this same group of schools had a total of 715 full-time faculty and varied in size from 4 to 21, for an average of 10.67. There was thus virtually no change in this average size of faculties. Because the list of schools has changed during the seven years that this survey has been conducted, a comparison of total faculty for this seven-year period is not possible, but a comparison of the average faculty size is meaningful. From the following table, it is evident that, while there has been a significant reduction in faculty size since 1973-74 (over 8 percent), for the past three years there has been stability.

TABLE I-1: Average Faculty Size, ALA Accredited Programs

Year	Number of Schools	Average Size of Full-time Faculty
1973-74	53	11.66
1974-75	59	11.32
1975-76	62	11.24
1976-77	64	11.05
1977-78	64	10.69
1978-79	67	10.67
1979-80	67	10.66

The following table shows the variation in size of the full-time faculties of the 67 library schools with accredited programs:

TABLE I-2: Variation of Size of Full-time Faculties, ALA Accredited Programs

Number of full-time faculty	Number of schools	Percentage of total (67)
4	1	1.5
5	0	-
6	2	3.
7	8	11.9
8	10	14.9
9	11	16.4
10	10	14.9
11	3	4.5
12	4	6.
13	4	6.
14	2	3.
15	5	7.5
16	0	-
17	2	3.
18	2	3.
19	3	4.5

Of the 714 full-time faculty in 1979-80, including deans and directors, 420 (58.8%) were males while 294 (41.2%) were females. During the five years that the sex of faculty has been included in the survey, this male-female ratio has remained surprisingly constant. A comparison of the ratio in

1975-76, when 62 schools were included, with that of 1979-80 (67 schools) reveals that the males have actually gained slightly:

TABLE I-3: Male-Female Ratio of Full-time Faculty, ALA Accredited Programs

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1975-76	62	697	58.5	41.5
1976-77	64	707	59	41
1977-78	64	684	59.2	40.8
1978-79	67	715	58.6	41.4
1979-80	67	714	58.8	41.2

The following table reveals an interesting difference in the ratio of males and females in the various academic ranks. As in 1978-79, there was a slightly larger number of female assistant professors in 1979-80 than male assistant professors. This obviously reflects the fact that more women than men are now being appointed to beginning positions on library school faculties. While at the full professor level, males still predominate (67.4 percent to 32.6 percent), this predominance has declined by 3 percent since 1975-76. At the associate professor level, however, the ratio of males has increased from 54.3 percent in 1975-76 to 61.3 percent in 1979-80. Since relatively few new appointments are made at the associate professor level, it would appear that males have been promoted to this rank from that of assistant professor at a more rapid rate than have women. The following table illustrates changes in the male-female ratio between 1975-76 and 1979-80:

TABLE I-4: Changes in Male-Female Ratio of Full-time Faculty Over Five Years

1975-76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.5%)

1979-80 (67 schools, 714 full-time faculty)

Number	Rank	Males	Females
67	Deans and Directors	53 (79.1%)	14 (20.9%)
175	Professors	118 (67.4%)	57 (32.6%)
225	Associate Professors	138 (61.3%)	87 (38.7%)
208	Assistant Professors	101 (48.6%)	107 (51.4%)
15	Instructors	3 (20 %)	12 (80 %)
24	Lecturers	7 (29.2%)	17 (70.8%)
714		420 (58.8%)	294 (41.2%)

Of the 67 heads of library schools on the ALA accredited list on January 1, 1980, 53 (79.1%) were males and 14 (20.9%) were females. This is a gain of one female over the previous year. Only two were in an "acting" capacity (Long Island and St. John's). Exclusive of the two who were "acting," there were nine new deans and directors appointed between January 2, 1979, and January 1, 1980, including two who had been "acting" in 1979. Five of the nine represented new appointments from the outside while four were internal promotions. Two of these nine are women. The nine new appointments were in the following schools: Alberta, Arizona, Chicago, Denver, Emporia Kansas State, Illinois, Louisiana State, South Florida, and Wisconsin-Milwaukee. Of these nine new deans and directors, eight have fiscal year appointments, seven of whom reported their salaries (from a low of $30,000 to a high of [illegible]). The average salary for these seven was $38,051 (median $40,000).

The administrative titles on January 1, 1980, of these 67 heads of library schools were as follows:

TABLE 1-5: Titles of 67 Heads of AALS Member Library Schools

Title	Number	Percent
Dean	42	64
Acting Dean	1	
Director	19	30
Acting Director	1	
Chair (Chairperson)	4	6

One former directorship became a deanship in 1979 (Illinois), a chair was changed to a directorship (Queens), and a directorship was changed to chair (Peabody).

Of the 67 deans and directors, including the four chairs, 56 (83.6%) held the rank of professor while 11 (16.4%) were associate professors. Of the 67, 60 (89.6%) held tenure. The same number, although not the same individuals, held fiscal year appointments (i.e., seven of the 67 held academic year appointments).

Of the 53 males heading library schools on the ALA accredited list on January 1, 1980, 46 (86.8%) had earned doctorates; each of the seven not having a doctorate held at least one master's degree (two had earned two master's degrees). Of the 14 females heading library schools, all but one had earned doctorates (92.9%); the one without the doctorate held two master's degrees.

As a total group, 59 (88%) of the 67 deans and directors had earned doctorates. Of these 59 doctorates, 45 (76%) were in library science, including library and information science.

TABLE I-6: Disciplines of Doctorates of 59 Heads of AALS Member Library Schools

Library Science (including Library & Information Science)	45
Chemistry	1
Education	2
Education-Administration	1
Education-Communication	1
Higher Education	1
English	2
Industrial Engineering	1
Mathematics	1
Musicology	1
Public Administration	2
Philosophy	1

Ethnic origin was provided for 59 of the 60 heads of library schools on the accredited list in the United States. Four were reported as black and 55 as white.

Age category was provided for the deans and directors of 66 of the 67 schools, with the following results as of January 1, 1980:

TABLE I-7: Age Categories of 66 Heads of AALS Member Library Schools

Deans and Directors	Age Category
14 (21.2%)	60-69
13 (19.7%)	55-59
16 (24.2%)	50-54
12 (18.2%)	45-49
7 (10.6%)	40-44
4 (6.1%)	35-39

(Three of the four deans and directors falling in the age 35-39 group were appointed in 1979-80.)

Salary figures were provided for 65 of the deans and directors as of January 1, 1980, including those who were "acting." Of these 65 individuals, 58 held fiscal year (11 or 12 months) appointments (45 males and 13 females), while 7 had academic year (9 or 10 months) appointments (6 males and one female).

In 1975-76 a "first" in library education was achieved when a dean's salary (fiscal year) reached the $40,000 figure; four years later, in 1979-80, three deans' salaries reached or passed the $50,000 figure. The salaries of no fewer than 23 (nearly 40%) of the deans and directors with fiscal year appointments were $40,000 or higher in 1979-80 (19 males and 4 females).

Of the 58 known fiscal year salaries for deans and directors in 1979-80, which include those of the seven Canadian schools, the high salary was $53,346 while the low was $25,000. (The comparable figures in 1978-79 were $49,880 and $26,000.) The average salary of these 58 deans and directors in 1979-80 was $39,485 (median $39,150). The average salary for this group in 1978-79 was $36,975 (median $36,150). There was thus a 6.8 percent improvement ($2,510) in the average salary in 1979-80 over 1978-79.

During the seven-year period in which this survey has been conducted, the average salary for deans and directors with fiscal-year appointments has increased 44.6 percent, from $27,313 in 1973-74 to $39,485 in 1979-80.

For the 45 male deans and directors with fiscal-year appointments in 1979-80, the average salary was $40,713 (median $40,000). For the 13 female deans and directors (fiscal year) the average was $35,234 (median $33,800). The average salary of the female deans and directors in this group was thus 86.5 percent that of their male counterparts. This represents a decline from a year earlier. In 1978-79, the average salary ($35,499) of the 11 female deans and directors was 95.2 percent of the average salary of their male counterparts ($37,306).

Among the 7 deans and directors with academic year appointments (6 males, 1 female), the high salary was $34,750 while the low was $22,423. The comparable figures for 5 deans and directors with academic year appointments in 1978-79 were $31,925 and $23,800. The average salary for these 7 individuals in 1979-80 was $28,818 (median $27,747). The matching figures in 1978-79 were $27,125 (median $26,090). The increase in the average salary was thus 6.2 percent.

Among the new questions asked of deans and directors for the 1979-80 survey was the date of their appointment to their present executive post. Based on the answers provided, it has been possible to compile the following table showing length of service of the 67 deans and directors of schools on the ALA accredited list holding those appointments on January 1, 1980. As will be noted, only 15 (22.4%) deans and directors have held their executive titles for as long as a decade. Twenty-nine (43.3%) have been deans and directors fewer than 5 years.

TABLE 1-8: Year of Appointment of 67 Heads of AALS Member Library Schools

Year	Number	Year	Number
1945	1	1971	3
1956	1	1972	5
1963	1	1973	1
1964	1	1974	5
1965	1	1975	4
1966	1	1976	4
1967	4	1977	6
1968	3	1978	6
1969	2	1979	10
1970	5	1980 (Jan. 1)	3

The average term of service as executive officer for the 67 deans and directors of schools with ALA accredited programs holding those positions on January 1, 1980, was 6.9 years.

Thirty-seven (55.2%) of the current deans and directors reported their initial appointment to the faculty of their institution as being the same as the year in which they became deans and directors. The remaining 30 (44.8%) were members of the faculty before accepting the deanship or directorship.

As pointed out in the earlier surveys, it is difficult to produce meaningful statistics for those faculty members who assist the deans and directors in the administration of the schools. Their titles vary as greatly as do their duties and their academic rank. In one school, the associate dean is not considered a member of the faculty and has, therefore, been omitted from the survey. Of the 67 schools with ALA accreditation (on January 1, 1980), 32 reported having full-time faculty members who held the title associate (assistant, etc.) dean or director. Two schools reported having two such positions, giving a total of 34. In 1978-79, 34 schools reported having a total of 38 positions, so there has been a reduction of 4. Rarely are persons recruited specifically for such posts--of the 50 new faculty appointments in 1979-80 (exclusive of the 11 new deans and directors), only one received the title of associate (assistant, etc.) dean or director.

TABLE I-9: Faculty Holding Administrative Titles, 1979-80, in AALS Member Schools

Associate Dean (including one Acting Associate Dean)	
Professor	5
Associate Professor	4
Assistant Professor	1
Lecturer	1
Assistant Dean	
Professor	4
Associate Professor	4
Assistant Professor	4
Lecturer	1
Dean of Students	
Associate Professor	1
Assistant to the Dean	
Instructor	1
Associate Director	
Professor	1
Associate Professor	1
Assistant Director	
Associate Professor	1
Assistant to the Director	
Assistant Professor	1
Lecturer	1
Chairperson	
Assistant Professor	1
Associate Chair	
Assistant Professor	1
Administrative Assistant	
Assistant Professor	1
Total	34

Of the 34 associate (assistant, etc.) deans and directors, 19 were males and 15 were females. Nineteen held fiscal year appointments while 15 had academic year appointments. Of the 19 with fiscal year appointments, salaries were reported for 18 (12 males and 6 females); the average salary for this group was $29,488 (median $30,329). Among the 12 males, the high salary was $40,500 and the low was $14,925; for the 6 females, the high was $36,01[illegible] and the low was $19,066. The average salary for the 12 males was $31,052 (median $32,122); for the 6 females the average was $26,360 (median $23,589).

Among the 15 associate (assistant, etc.) deans and directors with academic year appointments, 7 were males and 8 were females. The average salary for this group was $22,762 (median $23,579). For the 7 males, the high salary was $25,770 while the low was $18,250. The average for the 7 males was $22,914 (median $23,600). Among the 8 females, the high was $27,976 while the low was $18,437. The average for the 8 females was $22,629 (median $21,914).

As has been noted in previous editions of this survey, the salaries of associate (assistant, etc.) deans and directors are determined more by their academic rank than by their administrative titles. Throughout the remainder of this report, therefore, these 34 individuals are counted with their colleagues in their appropriate faculty ranks.

Of the 714 full-time faculty, including deans and directors, in the 67 schools with accredited status, 61 (8.5%) represented new appointments in 1979-80. This compares with 60 new appointments in 1978-79. Among the 64 schools on the accredited list in 1977-78, there were 69 new appointments. (Deans and directors appointed from within the faculty are considered along with external appointees as "new" in this report.)

The rank and sex of these 61 new appointees in 1979-80 were as follows:

TABLE I-10: Rank & Sex of 61 New Faculty Appointments in 1979-80 in AALS Member Schools

Rank	Total Number	Males	Females
*Deans and Directors	11	8	3
**Professors	3	1	2
Associate Professors	12	9	3
Assistant Professors	24	8	16
Instructors	5	2	3
Lecturers	6	1	5
Total	61	29	32

*Including two acting (Long Island & St. John's); of these 11 new deans and directors, 6 were already members of the faculty.

**Including one visiting professor.

Because only 3 new appointments were made in 1979-80 at the rank of professor, statistical data beyond what appears above have not been considered to be significant.

Of the 12 new associate professors, 10 held an earned doctorate. Only 2 of the 12 were given immediate tenure. Six were appointed for the academic year with salaries varying from a low of $22,750 to a high of $36,000. The average salary for this group was $24,482 (median $24,000). In 1978-79 there were 6 newly appointed associate professors with academic year appointments for whom the average salary was $23,229 (median $23,000). There was thus an increase of 5.4 percent in the average salary received by beginning associate professors with academic year appointments in 1979-80.

Data pertaining to newly appointed assistant professors are of particular interest since it is at that rank that most library educators begin their careers. Among the AALS member schools, there were 24 (16 females and 8 males) such appointments in 1979-80 whereas in 1978-79 there had been 31. Of these 24, 18 received academic year appointments with salaries ranging from a low of $15,500 to a high of $22,947; the average salary for this group was $17,319 (median $17,000). The average beginning salary for the comparable group of 30 with academic year appointments in 1978-79 was $16,679 (median $16,303). In 1979-80 there was thus an increase in the average salary of beginning assistant professors with academic year appointments of $1,016 or 6 percent, over that for 1978-79. From 1975 to 1977 the average for this group remained consistently at about $15,000. This sharp increase in the beginning salary level during the past two years may present a budgetary problem for deans and directors as they attempt to improve the annual salaries for assistant professors already on their faculties. An assistant professor hired in 1977-78 at $15,000, who has received what have been typical salary improvements during the past two years, may find his/her salary in 1979-80 to be at the same level (perhaps $17,500) as required to attract a beginning assistant professor today.

All 6 new assistant professors given fiscal year appointments in 1979-80 joined Canadian library school faculties. Salaries varied for this group from a low of $17,750 to a high of $28,000. The average was $22,020 (median $21,500).

No one among the 24 new assistant professors received immediate tenure. Fourteen had completed their doctorates (8 of the 16 females and 6 of the 8 males). Curiously, the average salary of those without the doctorate was higher than for those who had completed it, but it can be assumed that in a number of instances the salary was based on the expected early completion of that degree. For the 12 females with academic year salaries, the range extended from a low of $15,500 to a high of $22,947; the average for this group was $17,445 (median $17,000). For the 6 males with academic year appointments, the range was from $16,500 to $18,792, with an average of $17,065 (median $16,775). Thus the average for the new male assistant professor was slightly less than that of his female counterpart, which was also true in 1978-79.

Whereas it has been predicted that tight university budgets would encourage the revival of the rank of instructor for beginning appointments, this seems not to have been the case to date. Five new instructors (3 females and 2 males) were appointed in 1979-80 among the AALS member schools, the same number as in 1978-79. None held an earned doctorate. All were for the academic year with salaries ranging from $14,200 to $17,000, with an average of $16,010 (median $16,800). In 1978-79 the average beginning salary for this group was $14,329 (median $14,079).

There were 6 new appointments in 1979-80 at the rank of lecturer: 3 for the academic year and 3 for the fiscal. Five were females with one male; none held an earned doctorate. Because the rank of lecturer has such varied meaning and status among universities, further analysis of this group is thought to be meaningless.

The following table provides a basis for comparing the 1979-80 average and median faculty salaries in the various ranks with those of 1978-79 for schools holding ALA accreditation. Salaries were provided in both years for the same group of schools, i.e., all except Brigham Young and Chicago. Six hundred and thirty-three salaries were reported in 1979-80 whereas the figure in 1978-79 was 634. Deans and directors have been excluded from the following table, but associate (assistant, etc.) deans and directors have been included with their appropriate faculty ranks.

TABLE 1-11: Faculty Salaries, Exclusive of Deans & Directors, AALS Member Schools

Faculty Rank & Term of Appointment	1978-79		1979-80	
	Average	Median	Average	Median
Professors (fiscal year)	$34,755	$34,887	$36,308	$36,369
Professors (academic year)	27,771	27,162	29,194	28,500
Assoc. Profs. (fiscal year)	28,916	28,919	30,531	30,519
Assoc. Profs. (academic year)	21,575	21,402	22,985	22,750
Asst. Profs. (fiscal year)	21,170	21,272	23,538	23,422
Asst. Profs. (academic year)	18,004	17,779	19,052	18,688
Instructors (fiscal year)	14,925	14,925	14,925	14,925
Instructors (academic year)	14,152	14,878	15,623	16,085
Lecturers (fiscal year)	19,743	19,723	21,134	20,249
Lecturers (academic year)	18,843	18,686	21,432	21,389

The following table reveals the average salary improvements made in each faculty rank in 1979-80 over 1978-79. Because the individuals in these ranks vary from one year to the next (resulting from retirements, promotions, resignations, etc.), the average improvement for the actual individuals remaining in these ranks will vary somewhat from the figures given below. While deans and directors have been excluded, associate (assistant, etc.) deans and directors have been included in their appropriate faculty ranks. Not included in this computation are the faculty members at Brigham Young and Chicago.

TABLE 1-12: Improvement in Average Salaries for Faculty, AALS Member Schools

Faculty Rank	Number in 1978-79	Number in 1979-80	Improvement in average salary	Percentage of average improvement
Professors (fiscal year)	32	35	$1,553	4.47
Professors (academic year)	126	136	1,423	5.12
Assoc. Profs. (fiscal year)	49	43	1,615	5.59
Assoc. Profs. (academic year)	168	174	1,410	6.54

TABLE 1-12 (continued):

Faculty Rank	Number in 1978-79	Number in 1979-80	Improvement in average salary	Percentage of average improvement
Asst. Profs. (fiscal year)	25	28	$2,368	11.19
Asst. Profs. (academic year)	192	178	1,048	5.8
Instructors (fiscal year)	2	1	–	–
Instructors (academic year)	11	14	1,471	9.86
Lecturers (fiscal year)	12	10	1,391	7.05
Lecturers (academic year)	17	14	2,589	13.74
	634	633		

The following table provides a means to compare average salaries for males and females in each faculty rank, exclusive of deans and directors. As in the preceding salary table, the figures are based on all faculty salaries except those for Brigham Young and Chicago.

TABLE I-13: Comparison of Average Faculty Salaries for Males and Females, AALS Member Schools

Fiscal Year Appointments, 1979-80

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	24	$36,579	11	$35,722
Associate Professor	25	30,761	18	30,211
Assistant Professor	12	24,501	16	22,815
Instructor	1	–	0	–
Lecturer	3	22,504	7	20,547
Total	65		52	

Academic Year Appointments, 1980-81

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	90	$30,215	46	$27,194
Associate Professor	108	22,991	66	22,975
Assistant Professor	88	19,033	90	19,071
Instructor	2	15,500	12	15,644
Lecturer	4	23,237	10	20,710
Total	292		224	

As seen from the above table, in the three principal faculty ranks (professor, associate professor, and assistant professor), the average salary of males continues to exceed that of females except among assistant professors with academic year appointments.

For the first time in this annual survey, deans and directors of U. S.

schools were asked to provide ethnic data regarding their faculties for 1979-80. Only the University of Chicago declined to respond to this portion of the questionnaire. Of the 49 new appointments (exclusive of deans and directors) among library schools on the accredited list in the United States in 1979-80, exclusive of Chicago, 46 were reported as white; there was one black instructor, one Hispanic assistant professor, and one Asian or Pacific Islander.

Another new question on the 1979-80 questionnaire related to the age of faculty by category. Only one of the 67 schools with accredited programs declined to provide this information. The following table provides information in this regard for all new appointees except two at Chicago.

TABLE I-14: Age Categories (on Jan. 1, 1980) of New Faculty Appointments in 1979-80 among AALS Member Schools

	55-59	50-54	45-49	40-44	35-39	30-34	25-29
Deans & Directors		2	2	3	3		
Professors	2		1				
Assoc. Professors	1	1	2	1	5	1	
Asst. Professors		2	2	6	4	9	1
Instructors					1	3	1
Lecturers				1	3	2	
Total	3	5	7	11	16	15	2

The ethnic background of the full-time faculty of library schools in the United States is shown in the following table. Canadian schools have been omitted along with the University of Chicago, giving a total of 625. Associate (assistant, etc.) deans and directors as well as new faculty have been included with their appropriate ranks.

TABLE I-15: Ethnic Background of 625 Faculty (U.S.), AALS Member Schools

	American Indian	Asian or Pacific Islander	Black	Hispanic	White
Deans & Directors			4		55
Professors		3	7	2	142
Assoc. Professors		10	5	1	175
Asst. Professors	2	2	13	3	165
Instructors			2	1	12
Lecturers			3	1	17
Total	2	15	34	8	566

Of the 625 faculty in the 59 U. S. library schools represented in the above tabulation (all except Chicago), on January 1, 1980, 59 (9.4%) were minority. If one removes from consideration the 21 faculty members (17 black, 4 white) in the three predominantly black institutions (Alabama A & M, Atlanta, and North Carolina Central), the remaining 56 schools had a total of 38 minority full-time faculty out of a total of 604, or 6.3 percent.

Data were given earlier regarding the age categories in which present deans and directors fall. The following table provides similar data for the entire faculty with the exception of those from the University of Chicago. New faculty in these 66 schools, as well as associate (assistant, etc.) deans and directors, have been included. (Deans and directors were asked to calculate the ages of their faculty as of January 1, 1980.)

TABLE I-16: Age Categories of Faculty on January 1, 1980, AALS Member Schools

	60-69	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	14	13	16	12	7	4			66
Professors	42	39	46	25	13	6			171
Assoc. Profs.	26	30	50	50	33	29	3		221
Asst. Profs.	9	10	26	28	36	59	37	3	208
Instructors		1	1		3	2	7	1	15
Lecturers	2	3	3	4	3	5	4		24
Total	93	96	142	119	95	105	51	4	705
Percentage	13.2	13.6	20.1	16.9	13.5	14.9	7.2	.6	100

As seen above, 46.9 percent of the faculty on January 1, 1980, were over 50 years of age.

Data were also collected regarding the length of service by faculty in their respective schools. In the following table, the year represents the date of initial appointment to the school's full-time faculty, regardless of the initial rank. Data were provided for all 714 full-time faculty members, including deans and directors.

TABLE I-17: Year of Initial Full-time Faculty Appointments at Their Present AALS Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1941		1												1
1948			1										1	
1949					1	1							1	1
1951					1								1	
1952			1	1									1	1
1953	1		2										3	
1955						1								1
1956	2		1										3	
1957				1		1								2
1958		1	1		1								2	1
1959			2	1		4							2	5
1960	1			1								1	1	2
1961		1	2	1	1	2						1	3	5
1962	2	1	3	3	1	1		2					6	7
1963		1	6	2	1	2	1	1					8	6
1964			3	2	6	2	1						10	4
1965	2		10	5	1	2							13	7
1966	1		10	5	7	5	2	1					20	11

TABLE I-17 (continued):

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1967	5	1	9	2	9	3	3					1	26	7
1968	5		11	2	10	4	2	3					28	9
1969	3		9	7	13	4	1	5			1		27	16
1970	5	1	13	4	14	6		2		1		2	32	16
1971	4	1	6	8	16	4	2	2				1	28	16
1972	3		4	1	13	6	6	5			1	1	27	13
1973	1		3	2	8	11	3	6			2	1	17	20
1974	3		5		6	6	14	11				1	28	18
1975	3		3	2	6	3	10	11		1			22	17
1976	1	1	4	1	3	6	18	11		2	1		27	21
1977	4	2	4	3	6	5	14	18	1	2	1		30	30
1978	2	2	4	1	5	5	16	13		3		3	27	27
1979	3	1	1	2	9	2	8	15	2	2	1	5	24	27
1980	2					1		1		1			2	3
Total	53	14	118	57	138	87	101	107	3	12	7	17	420	294

In the following table, date of appointment to present faculty rank is shown for all full-time faculty in the accredited programs. In this table, deans and directors are included and are computed according to their faculty rank rather than their appointments as executive officers.

TABLE I-18: *Year of Appointment to Present Faculty Rank in Their Present AALS Member School

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1946		1										1
1948	1										1	
1953	2										2	
1956	1										1	
1961	2										2	
1962	2		1			1					3	1
1963	5	1		1							5	2
1964					1						1	
1965	6	1	1	1							7	2
1966	9		3	2	2	1					14	3
1967	7	2	10	1	2					1	19	4
1968	9	3	4	1	2	4				1	15	9
1969	9	2	3	6	1	2			1		14	10
1970	13	6	3	5	1	2					17	13
1971	9	5	8	4	2	2				1	19	12
1972	12	1	9	3	5	2			1	1	27	7
1973	8	3	6	9	2	4			2		18	16
1974	8	5	7	8	11	11				1	26	25
1975	15	5	15	2	7	11		1			37	19

TABLE I-18 (continued):

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1976	12	5	13	7	18	13		3	1	1	44	29
1977	13	8	22	9	14	15	1	2	1	2	51	36
1978	9	6	21	17	19	20		2		4	49	49
1979	8	13	19	14	14	18	2	4	1	5	44	54
1980	4			1		1					4	2
Total:	164	67	145	91	101	107	3	12	7	17	420	294

*Deans and Directors as well as Associate (Assistant, etc.) Deans and Directors are distributed according to their faculty rank.

Twenty-eight promotions of full-time faculty were reported for 1978-79 among the 67 schools on the ALA accredited list. In 1979-80 that number increased sharply to a total of 49. In 1977-78 this total was 36. The following table provides a basis for comparison by rank and sex. (These figures include promotions for 3 deans and directors to the rank of professor in 1978-79; those for 1979-80 include 3 deans and directors promoted to professor as well as one to the rank of associate professor. New faculty appointments are not included, of course.)

TABLE I-19: Faculty Promotions in AALS Member Schools

Rank to Which Promoted	1978-79		1979-80	
	Males	Females	Males	Females
Professor	4	5	6	11
Associate Professor	7	8	12	11
Assistant Professor	1	3	6	3
Total:	12	16	24	25

As was noted earlier, information was gathered for the first time in 1979-80 regarding the discipline of the highest degree earned by the faculty. Data have already been given regarding the deans and directors in this regard. Of the 714 full-time faculty, including deans and directors, in the 67 schools on the accredited list, 489 (68.5%) were reported as having an earned doctorate on January 1, 1980. The same 67 schools reported a year earlier that 479 (67%) of the 715 full-time faculty on January 1, 1979, had held an earned doctorate. There was thus a slight increase of 1.5 percent.

The following table provides further detail regarding the earned doctorate by rank and sex. Included in the column headed "Doctorate in Library Science Including Information Science" are those degrees labeled library science, librarianship, library administration, library and media, library technology, library and information science, and information science. In the latter group (information science with no mention of library science) are 10 individuals: 5 male and 1 female associate professors; 1 male and 2 female assistant professors; and 1 male instructor.

TABLE I-20: Earned Doctorates Held by Faculty in AALS Member Schools

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Deans & Directors	53	46	33	13	86.8
Female " "	14	13	12	1	92.9
Total	67	59	45	14	88.1
Male Professors	118	98	60	38	83.1
Female "	57	41	28	13	71.9
Total	175	139	88	51	79.4
Male Assoc. Profs.	138	102	69	33	73.9
Female " "	87	55	36	19	63.2
Total	225	157	105	52	69.8
Male Asst. Profs.	101	74	44	30	73.3
Female " "	107	57	38	19	53.3
Total	208	131	82	49	63
Male Instructors	3	0	0	0	0
Female "	12	0	0	0	0
Total	15	0	0	0	0
Male Lecturers	7	2	1	1	28.6
Female "	17	1	0	1	0.6
Total	24	3	1	2	1.3
Total Males	420	322	207	115	76.7
Total Females	294	167	114	53	56.8
Total, Males & Females	714	489	321	168	68.5

No attempt has been made to analyze the degrees held by the 225 individuals lacking an earned doctorate. As one would expect, a very high percentage of these faculty hold the master's degree; several have a 6th-year certificate as well. Seven faculty members hold only a bachelor's degree, 6 of which are the BLS (3 professors, 2 associate professors, one assistant professor, and one lecturer).

An analysis of the 168 doctorates in disciplines other than library and/or information science reveals a wide distribution, although education accounts for nearly 40 percent. We were dependent, of course, upon the reports of the deans and directors in making this analysis, and it can be assumed that some were more precise than others in identifying disciplines. While some, for example, gave subdivisions of education, such as "urban education," others may have reported simply "education" for a similar degree.

TABLE I-21: Earned Doctorates Outside Library Science and/or Information Science Held by Faculty in the AALS Member Schools

Education	30
Instructional Technology (Including instructional development, educational communication, and media)	21
Higher Education	8
Educational Administration	2
Adult Education	3
History of Education	1
Urban Education	1
Media Ecology	1
Speech and Communication	11
Public Administration and Government	4
Political Science	3
Government	1
Urban Planning	1
Sociology	4
History	14
English Language and/or Literature	11
English and Philosophy	1
Romance Language and Literature	2
Spanish Language and Literature	2
German Literature	1
Comparative Literature	1
Classics	1
Latin	1
Linguistics	1
Dialect and Folklore Studies	1
American Studies	1
Religion	1
Philosophy	4
Logic/Methodology	1
Law	3
Psychology	5
Musicology	1
Music Education	1
Art History	1
Engineering	1
Industrial Engineering	4
Electrical Engineering	1
Mathematics	2
History of Science and Medicine	1
Comparative Science	1
Physics	4
Chemistry	3
Physical Chemistry	1
Pharmaceutical Chemistry	1
Biochemistry	1
Zoology	1
Microbiology	2
Total:	168

While 68.5 percent of the 714 full-time faculty in the schools on the accredited list held an earned doctorate on January 1, 1980, the percentage of the faculty of individual schools with doctorates varied from zero to 100 percent, as the following table illustrates.

TABLE 1-22: Percentage of Faculty Having an Earned Doctorate in the AALS Member Schools

Percentage	Number of Schools
100	4
90-94	6
85-89	6
80-84	2
75-79	9
70-74	9
65-69	4
60-64	6
55-59	2
50-54	6
45-49	1
40-44	5
35-39	3
30-34	0
25-29	1
20-24	1
10	1
0	1

The tenure status of all faculty was reported by the deans and directors for all 67 schools with accredited programs. For this purpose, for institutions in which the term "security of employment" is used, this has been considered equivalent to tenure. The percentage of tenured faculty in library schools on the ALA accredited list, as throughout higher education, has been gradually increasing. This is illustrated in a comparison of the figures for the four years during which this information has been provided by deans and directors:

1976-77	58.4	percent	tenured
1977-78	60	"	"
1978-79	62.1	"	"
1979-80	64.8	"	"

Six library schools on the ALA accredited list reported having an all-tenured faculty in 1979-80. In 1978-79 this number was 4.

In the reports for 1977-78 and 1979, tables were provided showing regional differences in faculty size, male-female ratio, and average salary. It has not been thought necessary to provide these data for 1979-80 since they do not change significantly from one year to the next.

In the table that follows, the 698 faculty salaries (including the salaries for 65 deans and directors) reported by library schools (except Brigham Young and Chicago) are distributed by rank in $500 blocks. The salaries of associate (assistant, etc.) deans and directors have been included according to their faculty rank.

TABLE I-23: Faculty Salaries, 1979-80, by Rank in $500 Blocks, AALS Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$53,000-53,499	1		1									
52,500-52,999												
52,000-52,499	1											
51,500-51,999												
51,000-51,499												
50,500-50,999												
50,000-50,499	1											
49,500,49,999												
49,000-49,499	1											
48,500-48,999	1											
48,000-48,499	1											
47,500-47,999	1											
47,000-47,499	1			1								
46,500-46,999	3											
46,000-46,499				1								
45,500-45,999	1											
45,000-45,499												
44,500-44,999	1											
44,000-44,499	1			1								
43,500-43,999	1		1									
43,000-43,499	1		1									
42,500-42,999	3		1									
42,000-42,499	1											
41,500-41,999				1								
41,000-41,499	2		2									
40,500-40,999			1	1								
40,000-40,499	5		2	1								
39,500-39,999			3									

TABLE I-23: Faculty Salaries, 1979-80, by Rank in $500 Blocks, AALS Member Schools (continued)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$39,000-39,499	4		2		2				→			
38,500-38,999	1		1		1							
38,000-38,499	2											
37,500-37,999	1			2	2							
37,000-37,499	1			3								
36,500-36,999	3		2	5		1						
36,000-36,499	3		4		2	1						
35,500-35,999	1		3	2	1							
35,000-35,499	3			1								
34,500-34,999	1	1	1	5	2							
34,000-34,499	1	1		2	1							
33,500-33,999	1				3	1					1	
33,000-33,499			1	1	1							
32,500-32,999	1			1	2		1					
32,000-32,499	1		2	2	2							
31,500-31,999	3			3								
31,000-31,499				5								
30,500-30,999				4	3							1
30,000-30,499	1	1	1	5	2	4						
29,500-29,999			1	3	1							
29,000-29,499	1			8	2		1					
28,500-28,999				11				1				
28,000-28,499				6	2	2	1					
27,500-27,999	1	2		9		3						
27,000-27,499			1	7	1			1				1
26,500-26,999			2	6		3	1	1				
26,000-26,499				4	3	1	3					1
25,500-25,999			1	7	1	8	2					

TABLE I-23: Faculty Salaries, 1979-80, by Rank in $500 Blocks, AALS Member Schools (continued)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$25,000-25,499	1			5	2	6	1					
24,500-24,999		1		2		14						1
24,000-24,499				3	4	8	1					1
23,500-23,999			1	6	1	11	2	1			1	
23,000-23,499				1		16	3	2			1	1
22,500-22,999				1	1	16		6				1
22,000-22,499		1				17	2	4				
21,500-21,999				2		9	1	6				
21,000-21,499				3	1	14	1	10			2	
20,500-20,999				2		9	3	12				
20,000-20,499						8	3	6				1
19,500-19,999				2		6		16				
19,000-19,499				1		5		14			2	
18,500-18,999						4		16			1	
18,000-18,499						4		23				1
17,500-17,999						1	2	15				1
17,000-17,499						2		23		2		
16,500-16,999								5		3		3
16,000-16,499								5		3		
15,500-15,999								8		1	2	
15,000-15,499								3		1		1
14,500-14,999									1	1		
14,000-14,499										2		
11,500-11,999										1		
TOTALS	58	7	35	136	43	174	28	178	1	14	10	14

For the first time since this survey was begun in 1973-74, faculty data were requested from the heads of the 35 programs holding associate membership in AALS as listed in the Summer 1979 issue of the *Journal of Education for Librarianship*. Responses were received from the following 27: Auburn University (Department of Educational Media); Ball State University (Department of Library Science); Bowling Green State University (Department of Library and Educational Media); Central Missouri State University (Department of Library Science and Instructional Technology); Chicago State University (Department of Library Science and Communication Media); East Carolina University (Department of Library Science); East Tennessee State University (Library Services Department); Indiana State University (Division of Library Science); Kutztown State College (Department of Library Science); James Madison University (Department of Library Science and Educational Media); Mankato State University (Instructional Media and Technology Department); Memphis State University (Library Science Department); University of Mississippi (Graduate School of Library and Information Science); Murray State University (Department of Library Science); University of North Carolina at Greensboro (Division of Library Science/Educational Technology); St. Cloud State College (Learning Resources Services and Center for Library & Audiovisual Education); Sam Houston State University (Library Science Department); Shippensburg State College (Department of Library Science); Southern Illinois University (Department of Curriculum, Instruction and Media); University of Southern Mississippi (School of Library Service); Spalding College (Department of Library Science); University of Utah (Department of Educational Systems and Learning Resources); Utah State University (Department of Instructional Media); Western Kentucky University (Department of Library Science); Western Maryland College (Educational Media Program); West Virginia University (Department of Library Science); and University of Wisconsin-Oshkosh (Department of Library Science).

One program head (that of Central Michigan University) reported that his school would be dropping its membership in AALS and therefore declined to participate. The National College of Education reported that there were no full-time faculty in its Graduate Program in Library Science and Instructional Media. Despite a follow-up reminder, no response was received regarding the programs at the following institutions listed as AALS associate members: Bridgewater State College, California State University, Our Lady of the Lake College, University of Puerto Rico, Purdue University, and Villanova University.

Ball State and Southern Mississippi have been included in the AALS associate-member group because the ALA accreditation of their programs came after January 1, 1980.

A meaningful statistical analysis of the faculty in these unaccredited programs is very difficult because of their many disparate characteristics. Of the 27 programs, 5 do not have the word library as part of their names, while 6 have names indicating that training is provided at least equally in instructional technology, educational media, or communication. Two have school status, 2 are called divisions, one is designated a center, one is called a program, while 21 are departments. In almost every instance, the departments are within schools of education.

The number of full-time faculty reported varies from 2 programs with only one to another that claims a total of 13, although in this latter instance the dean noted that the library education component would account for only 6 FTE among the Center's entire faculty of 13. Among the other 19 programs that combine library education with one or more related degree sequences, it can be assumed that the FTE devoted to library education was likewise fewer than the total number reported. In two instances, the individual heading the program was not considered to be full-time and has therefore been omitted. A total of 146 full-time faculty were reported. The average full-time faculty size, among these 27 programs, according to the reported totals, was 5.41. The following table illustrates the wide variation that exists:

TABLE I-24: Full-time Faculty Among 27 AALS Associate-Member Schools

Number of Full-time Faculty	Number of Schools	Percentage of Total (27)
1	2	7.4
2	1	3.7
3	3	11.1
4	4	14.8
5	5	18.5
6	3	11.1
7	5	18.5
8	2	7.4
9	-	-
10	1	3.7
11	-	-
12	-	-
13	1	3.7

Among the 67 AALS member schools, the number of full-time faculty varied from 4 to 19, for an average size of 10.66, nearly twice the average size of these 27 AALS associate-member programs.

Of the 146 full-time faculty in the AALS associate-member schools, 79 (54.1%) were males while 67 (45.9%) were females. Among the 67 accredited programs, 58.8 percent of the full-time faculty were males and 41.2 percent were females.

The following table reveals the distribution by sex among the academic ranks:

TABLE I-25: Faculty in 27 AALS Associate-Member Schools

Number	Rank	Males	Females
25	Deans & Directors	16 (64 %)	9 (36 %)
28	Professors	19 (67.9%)	9 (32.1%)
35	Associate Professors	22 (62.9%)	13 (37.1%)
50	Assistant Professors	21 (42 %)	29 (58 %)
8	Instructors	1 (12.5%)	7 (87.5%)
146		79	67

A comparison of the above table with the parallel table for the AALS member schools (page F-4), reveals a remarkable similarity, particularly in the ranks of professor and associate professor. The greatest difference lies among the heads of the schools--whereas 79.1 percent of these individuals in the AALS member schools were males, only 64 percent were males in the 25 AALS associate-member schools having full-time deans and directors.

Because 21 (77.8%) of the AALS associate-member schools have departmental status, it follows that many more of the heads have the title chair or chairman than is found among the accredited programs. Only 2 of the 25 full-time executive offices held the rank of dean. Two others were directors; one had the title coordinator; and 4 were called "Department Heads."

Fourteen of the 25 full-time executive officers had fiscal year appointments while 11 held academic year appointments. Twenty-one had tenure. Twenty-three had earned doctorates, 11 of which were in library science. Of the 13 whose doctorates were not specifically in library science, 3 were reported as "Education and Library Science," one was in administration and management, while the remaining 10 were in some area of education. Whereas 76 percent of the deans and directors of AALS member schools who had earned doctorates had done their study in library science (including information science), the parallel percentage among the heads of AALS associate-member schools was 42 percent. This difference can probably be explained by the fact that most of the latter are departments within schools of education.

Of the 16 male executive officers, 9 were professors and 7 were associate professors; among the 9 female executive officers, 6 were professors, 2 were associate professors, and one was an assistant professor.

All 25 of the full-time heads of the AALS associate-member schools were white. Their age categories were as follows:

TABLE I-26: Age Categories of Heads of 25 AALS Associate-Member Schools

Deans and Directors	Age Categories
2 (8 %)	60-69
5 (20 %)	55-59
5 (20 %)	50-54
6 (24 %)	45-49
5 (20 %)	40-44
2 (8 %)	35-39

As a group, the heads of the AALS associate-member schools were somewhat younger than their counterparts in the accredited programs. The salaries of the 14 with fiscal year appointments varied from a low of $18,500 to a high of $35,300; the average was $30,036 (median $29,640). The average for this group was $9,449 (24%) less than that of the deans and directors with fiscal year appointments who headed accredited programs. The salaries for the 11 heads of AALS associate-member schools with academic year appointments varied from a low of $16,800 to a high of $29,854; their average salary was $25,242 (median $25,361). This average salary was $3,576 (12.4%) less than the average ($28,818) for heads of accredited programs with academic year appointments.

The length of service as executive officer of these 25 individuals is shown in the following table:

TABLE I-27: Length of Service of 25 Heads of AALS Associate-Member Schools

Year of Appointment to Head the Program	Number Appointed That Year
1967	1
1968	1
1969	3
1970	-
1971	2
1972	4
1973	4
1974	-
1975	2
1976	2
1977	1
1978	3
1979	2
	25

The average term of service as executive officer for these 25 heads of AALS associate-member schools was 5.97 years, whereas among the ALA accredited programs the average was 6.9. The appointment as executive officer for 7 of the 25 coincided with their appointment to the faculty of the institution; the other 18 were promoted from within their institution.

Only 2 of the AALS associate-member schools reported having a full-time faculty member who assists in the administration of the school as associate (assistant, etc.) dean or director.

Of the 146 full-time faculty in the 27 AALS associate-member schools responding to the questionnaire, 14 (9.6%) represented new appointments in 1979-80. Among the ALA accredited programs, 8.5 percent of the faculty represented new appointments in 1979-80.

The rank and sex of these 14 new appointments in 1979-80 were as follows:

TABLE I-28: New Faculty Appointments in AALS Associate-Member Schools

Rank	Total Number	Males	Females
*Deans and Directors	2	2	-
Professors	-	-	-
Associate Professors	3	1	2
Assistant Professors	8	7	1
Instructors	1	-	1
Total:	14	10	4

*Including one "Acting Head."

Whereas among the ALA accredited programs, 52.5 percent of the 61 new full-time appointments in 1979-80 were filled by women, only 28.6 percent of those among AALS associate-member schools were filled by women.

Of the 8 new assistant professors shown in the above table, 7 received academic year appointments with salaries ranging from a low of $15,450 to a high of $18,500. The average was $16,925 (median $16,260). The average for the 18 new assistant professors among the ALA accredited programs was $17,310 (median $17,000).

Of the 8 new assistant professors, 6 had completed their doctorates (5 in library science, one in Education/Media). Two were minority: one black and one Asian or Pacific Islander.

The following table provides a basis for comparing the 1979-80 average and median faculty salaries, exclusive of deans and directors, of the ALA accredited programs with the 27 AALS associate-member schools. A total of 634 salaries were provided for the ALA accredited programs while there were 121 for the others.

TABLE I-29: Faculty Salary Comparison, AALS Member and AALS Associate-Member Schools

Faculty Rank & Term of Appointment	AALS Member Schools Average	AALS Member Schools Median	AALS Associate-Member Schools Average	AALS Associate-Member Schools Median
Professors (fiscal year)	$36,308	$36,369	$28,092	$28,024
Professors (academic year)	29,194	28,500	24,903	24,833
Assoc. Professors (fiscal year)	30,531	30,519	22,956	21,718
Assoc. Professors (academic year)	22,985	22,750	20,483	20,130
Asst. Professors (fiscal year)	23,538	23,422	20,652	22,480
Asst. Professors (academic year)	19,052	18,688	17,757	16,850
Instructors (fiscal year)	14,925	14,925	18,182	20,546
Instructors (academic year)	15,623	16,085	14,526	14,364
Lecturers (fiscal year)	21,134	20,249	-	-
Lecturers (academic year)	21,432	21,389	-	-

The following table provides the basis for comparing the average salary of male and female faculty in each academic rank (exclusive of deans and directors) among the 27 AALS associate-member schools that responded to our questionnaire.

TABLE I-30: Comparison of Average Faculty Salaries for Males & Females in 27 AALS Associate-Member Schools

Fiscal Year Appointments, 1979-80

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	4	$36,308	0	-
Assoc. Professor	9	22,712	2	$24,055
Asst. Professor	4	24,070	5	17,845
Instructor	1	23,228	2	15,669
Total:	18		9	

Academic Year Appointments, 1979-80

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	15	$25,234	9	$24,351
Assoc. Professor	13	20,449	11	20,523
Asst. Professor	17	17,590	24	17,876
Instructor	0	-	5	14,526
Total:	45		49	

Of the 146 full-time faculty in the 27 AALS associate-member schools participating in this survey, a total of 5 (3.4%) were identified as minority: 3 Asian or Pacific Islanders (2 professors and one assistant professor) and 2 blacks (both assistant professors).

As noted earlier, data were requested for this year's report regarding the age categories of the faculty. Information in this regard was provided for all of the 146 faculty in the 27 AALS associate-member schools participating in this survey:

TABLE I-31: Age Categories for Faculty in 27 AALS Associate-Member Schools

	60-69	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	2	5	5	6	5	2			25
Professors	7	4	8	6	2	1			28
Assoc. Professors	3	3	7	9	7	6			35
Asst. Professors	1	3	8	8	10	12	6	2	50
Instructors			1	1	2	4			8
Total:	13	15	29	30	26	25	6	2	146
Percentage:	8.9	10.3	19.9	20.5	17.8	17.1	4.1	1.4	100

A comparison of this table with that on page F-14 reveals that the faculty as a group in the AALS associate-member schools is younger than those holding ALA accreditation. Whereas in the ALA accredited programs, nearly 47 percent of the faculty were over 50, in the 27 unaccredited programs that percentage is only slightly over 39 percent.

Of the 146 full-time faculty reported by the 27 AALS associate-member schools, including the deans and directors, 105 (71.9%) had earned doctorates on January 1, 1980. This percentage was slightly higher than among the ALA accredited programs where 68.5 percent of the full-time faculty were reported as having earned doctorates. Of these 105 earned doctorates, 43 (41%) were in library science. Among faculty in the accredited programs who have an earned doctorate, 65.6 percent hold the degree in library and/or information science.

Of the 62 faculty in the 27 AALS associate-member schools who were reported as holding the doctorate outside library science (59%), 54 were reported as holding the degree in education, or a subdivision thereof. It may be of interest to note that among the 67 ALA accredited programs, 9.2 percent of the full-time faculty have doctorates in education; among the 27 AALS associate-member schools, 37 percent of the full-time faculty have doctorates in education.

The 62 doctorates outside library science among the full-time faculty in the 27 unaccredited programs fall in the following areas of concentration:

TABLE I-32: Earned Doctorates Outside Library Science Held by Faculty in 27 AALS Associate-Member Schools

Education	6
Instructional Technology (including instructional development, educational communication, and media)	27
Elementary Education	2
Secondary Education	1
Higher Education	3
Educational Administration	8
Adult Education	1
Educational Leadership	1
International Education	1
Curriculum and Instruction	4
Management	1
History	2
English Language and/or Literature	3
Language Arts	1
Philosophy	1
Total:	62

The following table shows the date of appointment and their respective faculty rank of each of the 146 full-time faculty in the 27 AALS associate-member schools. The executive officer of each school has been placed with his/her appropriate faculty rank.

TABLE I-33: Year of Appointment to Present Faculty Rank in Present School (27 AALS Associate-Member Schools)

	Professors		Associate Professors		Assistant Professors		Instructors		Total	
	M	F	M	F	M	F	M	F	M	F
1957										
1958						1				1
1959										
1960										
1961	1								1	
1962	1								1	
1963										
1964							1		1	
1965										
1966	2				1				3	
1967			1						1	
1968			1			1			1	1
1969	1	1	2			3			3	4
1970			2		2				4	
1971			1	1		1			1	2
1972	3	1	1	1		1			4	3
1973	1	1	3		1	3			5	4
1974	6		2	2	1	1		1	9	4
1975	2	2	5	1	2	1		2	9	6
1976	3	2	1	1	2	3			6	6
1977	5		5	1	2	8		1	12	10
1978	1	5	4	4	3	5		2	8	16
1979	2	3	1	4	6	2		1	9	10
1980					1				1	
Total:	28	15	29	15	21	30	1	7	79	67

The following table reveals the length of service in their respective schools of the 146 full-time faculty, including the deans and directors, of the 27 AALS associate-member schools:

TABLE I-34: Year of Initial Full-time Faculty Appointment at Present School (27 AALS Associate-Member Schools)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1948				1								1
1952	1										1	
1954					1						1	
1956		1										1
1957							1				1	
1958		2	1					1			1	3
1959				1								1
1960				1								1
1961	1		2								3	
1962			1								1	
1963	1		1								2	
1964				1	1			1	1		2	2
1965			1		1						2	
1966		1	2		1			1			3	2
1967	1	1			2	1	1				4	2
1968	2	2	1	2	1		2	1			6	5
1969	1		3	2	3	2		4			7	8
1970	2		1		2	1	1				6	1
1971	1		1			1		3			2	4
1972	1	1			3	2		1			4	4
1973	1		1		3	1	1	2			6	3
1974			2			1		1		1	2	3
1975	3				1		2	3		2	6	5
1976			1	1			1	3			2	4
1977	1	1	1		2		2	3		1	6	5
1978						2	3	4		2	3	8
1979					1	2	6	1		1	7	4
1980							1				1	
Total:	16	9	19	9	22	13	21	29	1	7	79	67

In the table that follows, the 146 faculty salaries (including those for deans and directors) of the 27 AALS associate-member schools are distributed by rank in $500 blocks.

TABLE I-35: Faculty Salaries, 1979-80, by Rank in $500 Blocks (AALS Associate-Member Schools)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$35,500-35,999												
35,000-35,499	1											
34,500-34,999	2											
34,000-34,499												
33,500-33,999												
33,000-33,499	1											
32,500-32,999	1											
32,000-32,499												
31,500-31,999	1											
31,000-31,499			1									
30,500-30,999			1									
30,000-30,499				2								
29,500-29,999	2	1										
29,000-29,499	2											
28,500-28,999		1										
28,000-28,499					1							
27,500-27,999	1	1										
27,000-27,499	1	2					1					
26,500-26,999	1			6	1							
26,000-26,499				1	1							
25,500-25,999					1							
25,000-25,499		2	2	1		3						
24,500-24,999		1		3								
24,000-24,499				4								
23,500-23,999						1	1					
23,000-23,499				2			2		1			
22,500-22,999		1		2	1							
22,000-22,499						2	1					

TABLE I-35. Faculty Salaries, 1979-80, by Rank in $500 Blocks (AALS Associate-Member Schools - continued)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$21,500-21,999		1		2	1	4		1				
21,000-21,499					1	1		1				
20,500-20,999								2	1			
20,000-20,499					3	2		1				
19,500-19,999					1	3		2				
19,000-19,499				1		2		2				
18,500-18,999	1							5				
18,000-18,499						1		3				
17,500-17,999						3		5				
17,000-17,499								2				
16,500-16,999		1					3	5				
16,000-16,499						1	1	8		1		
15,500-15,999								1				
15,000-15,499						1		2				
14,500-14,999								1		1		
14,000-14,499										2		
13,500-13,999												
13,000-13,499										1		
12,500-12,999												
12,000-12,499												
11,500-11,999												
11,000-11.499												
10,500-10,999									1			
10,000-10,499												
9,500- 9,999												
9,000- 9,499												
TOTALS	14	11	4	24	11	24	9	41	3	5		

PART II:

This portion of the AALS statistical survey is based upon the section of the general questionnaire devoted to faculty. It thus supplements Part I which was based upon confidential information supplied by deans and directors directly to the writer regarding individual faculty salaries and related matters.

Whereas the heads of all 67 library schools appearing on the ALA accredited list on January 1, 1980, responded to the writer's personal request for salary and related individual faculty data as reported in Part I, four of these schools (Alberta, Emporia Kansas, McGill, and San Jose) did not submit a response to the general AALS questionnaire. Whereas 27 of the library schools holding AALS associate membership submitted data that have been included in Part I, only 10 such schools completed the general AALS questionnaire. (Oklahoma State University's Library Science Media Program, which became an associate member of AALS in the fall of 1979, was not included in the survey reported upon in Part I, but was included in the distribution of the general AALS questionnaire; it was one of the 10 associate members that responded and is included in Part II of the faculty section.)

Because the first question in the AALS questionnaire pertained to the number of full-time faculty during 1978-79, the response to that question relates directly to the writer's 1978-79 salary survey published in the Spring 1979 issue of the Journal of Education for Librarianship (Vol. 19, No. 4, pp. 318-336). There it was reported that the 67 schools holding ALA accreditation on January 1, 1979 (i.e., AALS member schools), had a total of 715 full-time faculty. (This total did not include the faculty at Ball State University or at the University of Southern Mississippi whose library education programs were accredited in 1980.) It included, however, the faculty in the six schools for which no figures appear in the following table. As noted above, no response was received to the AALS questionnaire from Alberta, Emporia Kansas, McGill and San Jose, while Kent and Toronto reported faculty for 1979-80 rather than 1978-79 as requested. When the number of full-time faculty reported for the earlier 1978-79 survey for these six schools is added to those given in the following table, the total becomes 715. This agreement in totals for the two reports results despite the fact that slightly different totals were reported by a number of schools in response to the two questionnaires.

The following table illustrates, perhaps, why it has become customary in higher education to base comparative data among colleges and universities upon the fall term. This is the one term in the academic calendar that is common to all. Institutions with the quarter system tend to call each quarter by its appropriate season. Those having the trimester plan frequently divide the spring-summer trimester into a spring half-term and a summer half term. Institutions having the semester plan agree that the first semester is properly called the "fall semester" but some, perhaps depending upon geographical location, call the second semester their "winter semester" while others prefer the more pleasant sounding "spring semester."

While most library schools have a summer term or session, in some it is divided into two sessions, a variation difficult to accommodate in the table that follows:

TABLE I-36: Full-time Faculty in AALS Member Schools, 1978-79

	Fall	Winter	Spring	Summer
Alabama	10		10	*
Alabama A & M	5	5	5	5
Albany	16		16	6
Arizona	9		9	9
Atlanta	6		6	5
Brigham Young	7	7	5	4
British Columbia	10	10	10	
Buffalo	9		9	7
California, Berkeley	12	12	13	
California, Los Angeles	14	14	13	3
Case Western Reserve	15	15		6
Catholic	10		11	11
Chicago	9	9	9	9
Clarion	9		8	6
Columbia	13		13	8
Dalhousie	7	7		
Denver	16	17	17	17
Drexel	14	14	14	12
Emory	8	8	7	7
Florida State	12	12	12	10
Geneseo	10	10	10	9
Hawaii	8		9	8
Illinois	14		14	7
Indiana	13		13	13
Iowa	7		7	7
Kent (changed year)				
Kentucky	12		12	5
Long Island	10	10	10	7
Louisiana	7		6	7
Maryland	19		19	10
Michigan	16	15	10	9
Minnesota	8	7	8	5
Missouri	12	12		9
Montreal	7	8		
North Carolina	14		14	18
North Carolina Central	10	10	10	7
Northern Illinois	7	7	7	6
North Texas	9		10	9
Oklahoma	10	10	10	3
Peabody	5		5	5
Pittsburgh	22	21	18	7
Pratt	7		6	3
Queens	6		5	3
Rhode Island	9		9	8
Rosary	10	10	10	9
Rutgers	18		18	8
St. John's	7		7	1
Simmons	14		14	12
South Carolina	9		10	8
Southern California	13	13	13	13

TABLE I-36 (continued):

	Fall	Winter	Spring	Summer
Southern Connecticut	9	9	9	9
South Florida	8	8	8	6
Syracuse	11		11	9
Tennessee	9	9	9	7
Texas	14		15	10
Texas Woman's	10		9	6
Toronto (changed year)				
Washington	12	12	12	9
Wayne	9	9	9	6
Western Michigan	10	9	4	5
Western Ontario	16	15	15	4
Wisconsin-Madison	10	10		7
Wisconsin-Milwaukee	9		9	5

* 6 full-time faculty during first 5-week summer term; 4 full-time faculty during second 5-week summer term.

TABLE I-37: Full-time Faculty in Cooperating AALS Associate Member Schools, 1978-79

	Fall	Winter	Spring	Summer
Auburn	5	5	5	4
Ball State	10	8	10	*
East Carolina	7		7	4
Kutztown	4	4	4	4
Mississippi	6		7	7
Oklahoma State	5	5	5	5
Purdue	5	5	5	4
Sam Houston	6		7	4**
Southern Mississippi	8		8	6
Western Kentucky	6	7	7	6
Western Maryland	1	1	1	1

* 5 full-time faculty during 1st summer term; 1 full-time faculty during 2nd summer term.

** Two 6-week terms.

The second question in the faculty section of the AALS questionnaire requested the number of part-time faculty along with their full-time equivalents (FTE). The same problem relates to the identification of terms, i.e., semester, quarter, etc., in the table that follows as was noted earlier. Figures are lacking for the four schools that declined to participate as well as for the two schools (Kent and Toronto) that reported for 1979-80 rather than 1978-79. A number of schools also failed to compute the FTE. Two schools (Alabama A & M and Clarion) reported using no part-time faculty during 1978-79.

Among the 63 ALA accredited programs in the fall term 1978 for which we have data, there were 235 part-time faculty. The number reported as teaching during the summer in these same schools was slightly smaller, 232. The fact that these two totals are so nearly the same may come as a surprise to some library educators who have assumed that part-time faculty are used more frequently in summer sessions than during the academic year.

TABLE I-38: Part-time Faculty Employed in AALS Member Schools, 1978-79

	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama					1	.66	5	2.5
Alabama A & M								
Albany	6	.72			5	.83	3	?
Arizona	3	.75			3	.75	4	3.5
Atlanta	1	.34			3	1		
Brigham Young	6	1.7	6	1.7	3	1.6	4	1.6
British Columbia	3	?			3	?		
Buffalo	3	1			6	1.75		
Calif., Berkeley	23	2.73	23	2.53	21	2.65	8	.88
Cal., Los Angel.	6	.53	12	1.62	12	1.29	2	.17
Case Western Res.	2	.75	2	.75			2	1
Catholic	12	4			15	5	21	7
Chicago	3	1.5	5	2.5	3	1.5	5	2.5
Clarion								
Columbia	3	1			12	4	5	2.5
Dalhousie	8	2	6	1.5			1	.17
Denver	1	.3	2	.8	3	.9	7	3.9
Drexel	3	1	5	1.67	5	1.67	5	1.67
Emory	2	.7	3	1.2	3	1.2	7	3.3
Florida State	1	.25	1	.25				
Geneseo					3	1.75	11	4.75
Hawaii	1	?						
Illinois	1	.33			8	2.67	4	2
Indiana	3	1.2			6	1.84	2	1.12
Iowa	6	2.33			2	1	3	1.5
Kent (changed dates)								
Kentucky	6	3			7	2.3	11	?
Long Island	3	.75	4	1	4	1	1	.75

TABLE I-38 (continued):

	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Louisiana	2	.66			2	1	3	.66
Maryland	7	1.4			7	1.4	6	1.2
Michigan	8	3	7	2.67	3	1.5	4	2
Minnesota	3	1.5	2	1	2	1	2	1
Missouri	1	.5	2	.6			3	1.4
Montreal	2	.5	8	2				
North Carolina	2	.66			2	.66	1	.33
N. Car. Central							3	1.5
Northern Illinois	1	?	2	?	1	?	1	?
North Texas	1	.33			2	.66	3	1
Oklahoma	1	?	2	?	2	?	2	?
Peabody	2	1			2	1	8	3.33
Pittsburgh	8	2.67	12	4	13	4.33	8	2.67
Pratt	6	2			13	4.6	1	.3
Queens	8	2.67			7	2.33	1	.33
Rhode Island	4	1.33			4	1.33	2	1
Rosary	3	1			3	1.33	3	1.5
Rutgers	19	6.67			17	5.83	8	?
St. John's					1	.34	3	1
Simmons	9	3			9	3	5	2.5
South Carolina	1	.33			2	.66	4	1.33
Southern Calif.					2	.67	4	?
Southern Conn.	5	1.66			4	1		
South Florida	3	1	1	.33	2	.67		
Syracuse	4	1			6	1.75	8	4
Tennessee	1	?	1	?	1	?	1	?
Texas	3	1			3	1	6	3
Texas Woman's	4	1.33			4	1.33	3	1
Toronto (changed dates)								
Washington	2	1	2	.67	2	.67	3	1
Wayne	1	.5	1	.5	1	.5	1	.5
Western Michigan	4	1.4	7	2	3	1.2	7	3.1
Western Ontario	6	?	5	?	8	?	4	?

TABLE I-38 (continued):

	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Wisconsin-Madison	8	2.6	6	2.1			8	4
Wisc.-Milwaukee							1	.25

TABLE I-39: Part-time Faculty in Cooperating AALS Associate-Member Schools, 1978-79

	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Auburn	3	.33	3	.33	3	.33	3	.33
Ball State			2	.67			4	?
Kutztown	1	.25	1	.25	1	.25	1	.25
Mississippi	2	.67			2	.67	1	.33
Oklahoma State	2	.25	2	.25	2	.25	2	.25
Sam Houston	2	.66			2	.66		
Southern Mississippi	5	1.65			5	1.65	5	1.65
Western Kentucky	4	1	3	1	3	1		
Western Maryland	1	?	1	?	2	?	3	?

A series of questions was asked relating to the manner in which salaries are determined for library educators. The first of these pertained to summer session faculty, both the regular faculty who choose (or are persuaded) to teach and the visiting faculty. In a number of schools where faculty have fiscal-year appointments, their summer teaching is considered, of course, to be part of their annual effort. By far the most common pattern of compensation for faculty with academic-year appointments who also teach in the summer is that of a percentage of their academic year salary. For some this may be based on the number of courses, for others it may be the number of credit hours. For a few the number of students enrolled determines the amount, while for an equally small number only the designation as "full-time" determines the percentage. For this latter group, a fraction of two-ninths of the prior academic year salary for a two-months summer session is typical. In some instances a maximum figure is set which doubtless has the effect of discouraging full professors from teaching in the summer. In a relatively few schools, all summer faculty are paid a specific amount per course regardless of rank, while in others a set amount is specified for each rank. In institutions with strong faculty unions, summer compensation is determined by the union contract.

Rarely does a library school dean or director have authority to negotiate the summer salary for a regular member of his/her faculty--a formula set by the parent institution determines the figure in nearly every instance as the following list of responses to this question suggests. Even in the hiring of visiting and part-time summer faculty, formulas based on number of courses, credit hours, and enrollment determine the visitor's salary in many institutions.

The following statements were in response to the question:

"What formula or method was used in your school to determine salaries for summer session faculty?"

Alabama: Regular full-time faculty paid on the basis of 7.5% of salary per course. Maximum is 30% of salary for two courses in each of the two 5-week summer terms. Salaries of visiting teachers negotiated individually; ordinarily around $3,000 for two courses in 5-week summer term.

Alabama A & M: During summer term a full-time faculty member must deliver a minimum of 60 credit hours (2 courses x 3 semester hours x 10 students = 60 credit hours) to maintain summer accountability. We currently have no part-time faculty service.

Albany: 7 1/2% of the academic year salary for each three-hour course.

Arizona: For regular faculty 2.5 percent of regular salary per credit taught. Part-time negotiated individually from $500 to $1875 based on sliding scale determined by enrollment.

Atlanta: All summer school faculty receive $900 per course taught. In the summer of 1980 the salary is to be at the rate of $1000 per course.

Brigham Young: 18% of academic year salary.

British Columbia: Set by the University. Summer session is administered and financed by the Extra-Sessional Studies Department, not by the School.

Buffalo: 1 course = 8% of base 10 month faculty salary. 2 courses = 16% of base 10 month faculty salary.

California, Berkeley: Individual negotiation.

California, Los Angeles: In summer session, a full load is equal to two courses or .17 FTE; one-half or one course taught equals .085 FTE.

Case Western Reserve: 1/9 of the annual salary per course. 2/9 maximum (6 hours credit).

Catholic: Full-time: 1/6 of academic year salary for 2 courses in summer session. Part-time: same salary as teaching 1 course during year.

Chicago: No extra service payment was made. Most faculty are on 4-Q (calendar year) appointments. A 3-Q salary is 9/11 of a 4-Q salary.

Clarion: Bi-weekly salary x 3 for five-week session.

Columbia: Separate salary schedule from summer session director based on: 1. rank; 2. Number of credits taught.

Dalhousie: Summer Sessions - Faculty are not paid from budget of Library School, but that of the University Summer School and Extension Program. The current rate fixed by that Department is $1350.00 for a half-credit course, and $2,700 for a full credit course. (N.B. This University half-credit course = 3 credits in other universities.)

Denver: For regular faculty, one-fourth of total academic year salary. For visiting faculty, salary is negotiated based on teaching experience and expertise.

Drexel: A full-time faculty member is compensated for summer teaching at a rate of 25% of the academic year salary.

Emory: 2/9 of base salary for teaching 10 credit hours.

Florida State: Univ. allocations: x % of 1.0 FTE as base; for this School, .8 FTE was provided.

Geneseo: Standard, flat rate per 3 credit-hour course used university-wide.

Hawaii: Professor, $557 per credit; Assoc. Prof., $483 per credit; Assist. Prof., $429 per credit; Instructor, $352 per credit; Assistant, $270 per credit.

Illinois: a) For faculty with academic year appointments: add 2/9's to salary for full-time summer session appointment. b) For visiting faculty: negotiable, but attempt made to approximate a balance between proportionate share of individual's regular salary and the suitable salary for the individual's rank, experience, education, and the like.

Indiana: For regular full-time faculty members, the formula used to determine salary is that of an additional 15% of base pay (academic year) for teaching in the first (six weeks) summer session, or an additional 20% for the second (eight weeks) session.

Iowa: 2/9 academic year salary = summer salary.

Kent: We have 2 5-week terms. A full load in one term (Summer 1979) was 8 credit hours. If a faculty member taught 8 hours, the pay was 1/ of the regular academic year salary. Pro-rated for less than 8 hours (e.g., 6 hours = 6/8 of 1/6 AY salary).

Kentucky: For regular full-time faculty 10 percent of annual salary per course. Maximum of $2,400 per course. Maximum number of courses, 2.

Long Island: Overload rate determined by collective bargaining: Instructor, $245 per credit; Assist. Prof., $290 per credit; Assoc. Prof., $345 per credit; Professor, $400 per credit.

Louisiana: Members of the full-time faculty receive 2/9's of their academic year salary. The summer budget of the School is determined by University formula (average number of student credit hours produced over past 3 summers times projected number of students plus 14%). Visiting faculty salaries are negotiated based upon available funds.

Maryland: 10% of their annual salary per 3 credit course taught.

Michigan: Regular faculty are paid 2/9 of their prior academic year salary. Visiting faculty salaries are negotiated by the dean with the individual, depending upon that individual's position, experience, etc.

Minnesota: One sixth of academic year salary to maximum of $3500 for full-time service in one five-week session.

Missouri: UMC formula is: pay 20% of 9 month (academic year) salary for 100% FTE in Summer session.

Montreal: Not applicable.

North Carolina: University policy states that faculty member is paid 1/12 of 9 months' salary for each course taught.

North Carolina Central: By academic rank and number of credit hours taught.

Northern Illinois: Faculty receive one month's salary for each 3 credit course based on their 9 month salary equivalent.

North Texas: For regular faculty, summer salary is determined at a rate of one-third their basic nine month's salary, assuming full teaching load of three graduate courses.

Oklahoma: 2/9 of the regular 9 months salary. For part-time faculty, a set sum was established.

Peabody: 22% to 25% of academic salary, variations based on class size.

Pittsburgh: Faculty in School are on 12 month contracts which include teaching one session of the Spring term. Visiting lecturers hired to teach during spring term (spring or summer session) are paid $1,500 per course.

Pratt: Full-time faculty are paid 12 1/2% of their annual salary for each course taught in the summer session.

Queens: Hourly rate per salary scale in faculty union contract.

Rhode Island:

Enrollment (1st day)	10	11	12
Professor	$1822	$2004	$2104
Assoc. Prof.	1580	1738	1825
Asst. Prof.	1370	1508	1582

Enrollments between 7 and 10 were paid at proportional salaries if instructor agreed to teach.

Rosary: We used to give 10% of base salary per course. For budget reasons, that figure was "frozen" two years ago. I would estimate the summer salary is approximately 7% of base by now.

Rutgers: Regular full-time faculty on academic year appointments are paid at the rate of 7 1/2% of annual salary for a 3-credit course. Maximum permitted is two 3-credit courses. Faculty on calendar year appointments do not receive additional compensation for summer teaching. Coadjutant faculty are paid at the rate of $400 per credit.

St. John's: For full-time faculty: 1/36th of contract salary per credit hour taught.

Simmons: Flat rate at each rank: Professor, Associate, and Assistant.

South Carolina: Set by University policy. 7.5% of academic year salary per 3 hour course; maximum load of 6 hours.

Southern California: Flat fee based on prorated regular faculty salaries.

Southern Connecticut: Contractual: Board of Trustees - A.A.U.P.

South Florida: They are paid a percentage of their regular salary, depending on their assignment.

Syracuse: 1/6 of AY base for 6 credits to maximum of $3200.

Tennessee: For those teaching 12 week session, 1/4 annual salary (full load - 2 or 3 courses). For those teaching 6 week session, 1/8 annual salary (2 courses).

Texas: Regular faculty: 1/3 academic year salary for full-time. Visiting faculty: Qualifications and number of credit hours taught.

Texas Woman's: Full-time Summer Session faculty are paid 1/3 of their regular nine-month salary. If fewer courses are taught the salary is pro-rated.

Toronto: The base salary, provided by the University for Summer School courses with small additions to recognize experience, was used.

Washington: 2/9 of academic year for full two-month summer term. Visiting faculty by equivalent rank.

Wayne: 1/6 of nine months' salary.

Western Michigan: Regular faculty received 22% of their salary for teaching a summer session. Visiting faculty is allocated salary by the department depending on courses taught and the number of visit to campus.

Western Ontario: University scale (per course).

Wisconsin-Madison: Eight-week term = two-ninths of the academic year salary or two-elevenths of the annual salary.

Wisconsin-Milwaukee: 1/9 of academic year salary per course.

Auburn: 30% of nine month.

Ball State: Full load: 1/7 of the academic year salary for each summer term.

East Carolina: University formula used. 15.2% of the regular salary subject to a maximum of $1700. Following the end of both summer sessions, all excess salary monies are distributed equally,

Kutztown: 15% of the academic year's salary is paid for full-time summer session teaching (2 courses).

Mississippi: 1/3 of academic year salary with a ceiling of $4500.

Oklahoma State: Same monthly salary as 9/10 month contract.

Sam Houston: One-sixth of 9 month salary per 6 week session.

Southern Mississippi: By academic rank.

Western Kentucky: Number of hours taught and rank.

Western Maryland: A specific sum is granted for each course taught. Th amount of the salary is dependent upon educational background of faculty member.

Question #4 was designed to discover the manner in which the stipend for part-time faculty is determined regardless of the term in which they teach. A few deans and directors assumed in their response that this related only summer faculty.

It would appear from the answers given that in most library schools the academic rank, or its equivalent, along with the individual's qualifications, play a role in determining the salary of the part-time instructor. The number of courses (or credit hours) taught also helps to determine the stipend, of course. If the individual is employed within the institution (e.g., a member of the library staff), added compensation for teaching is often not permitted, but other benefits may be provided. In about 20 percent of the schools, the stipend for part-time teaching is determined by a flat rate per course or credit hour without regard to the individual's qualifications.

"How was the amount of the stipend paid to part-time faculty members determined in your school in 1978-79? (i.e., by academic rank or its equivalent; by number of credit hours regardless of rank or qualifications; etc.)"

Alabama: Regular full-time faculty paid on the basis of 7.5% of salary per course. Maximum is 30% of salary for two courses in each of the two 5-week summer terms. Salaries of visiting teachers negotiated individually; ordinarily around $3,000 for two courses in 5-week summer term.

Alabama A & M: We have no part-time faculty.

Albany: Usually $500 per credit; $600 per credit if course is essential and could not otherwise be offered, and instructor has outstanding track record and credentials.

Arizona: By qualifications of the individuals and as outlined above in Question 3: For regular faculty 2.5% of regular salary per credit taught. Part-time negotiated individually from $500 to $1875 based on sliding scale determined by enrollment.

Atlanta: There is a flat rate for paying part-time faculty. For instructors it is $1200 per course. Those above the instructor level can receive $1500 per course.

Brigham Young: One part-time instructor is a graduate student instructor whose stipend is set according to experience and amount of work (usually 1/2 time). Others, teaching through Evening School or Extension, are paid according to credit hours regardless of rank.

British Columbia: Academic rank and course loading.

Buffalo: Flat rate of $1600 per 3 credit hour course; $1200 per 2 credit hour course; $800 per 1 credit hour course.

California, Berkeley: Individual negotiation based on: credit hours, qualifications of individual involved, experience in teaching same course, course in question (i.e., undergraduate vs. graduate), etc.

California, Los Angeles: By academic rank and based on existing salary.

Case Western Reserve: Flat fee by course: regular course $1200; course requiring more than usual preparation, lab sessions, etc. $1200.

Catholic: Fee fixed for credit hours by academic ranks for each course taught.

Chicago: Credit hours, qualifications.

Clarion: No response to this question.

Columbia: We have a minimum for a three-credit course. There are periodic increases, and higher sums are paid to adjuncts with special experience or reputation.

Dalhousie: Part-time faculty member stipends are determined by whether the course is taught for credit or non-credit.

Denver: For single course, a flat rate per quarter hour. For part-time faculty with more than one course, stipend is negotiated with the Dean.

Drexel: Part-time faculty carry adjunct professorial rank. There is a scale per credit hour, by rank, but no increments related directly to length of service.

Emory: Part-time faculty are negotiated individually using a rule of thumb of no less than $200 per quarter hour.

Florida State: On the basis of individual salary--equiv. 9 mos. salary x [illegible] of teaching load (.33).

Geneseo: By number of credit hours (flat rate per 3 credit-hour course, used university-wide).

Hawaii: By academic rank or its equivalent.

Illinois: For visitors from off-campus: negotiable, but attempt made to approximate a balance between proportionate share of individual's regular salary and the suitable salary for the individual's rank, experience, education, and the like. For members of the library faculty: no salary; instead, a person teaching a course is allocated a 1/4 time graduate assistant for 9 months.

Indiana: The stipend for part-time faculty is determined more flexibly than that for regular faculty. The salary for faculty working within the higher education system of the state of Indiana is limited to the 20% "overload" payment for the eight week summer session. This salary thus would relate to rank, salary, and number of course hours taught. Salaries for other part-time faculty are negotiated, but we attempt to relate them to salaries of our own faculty in terms of educational preparation, teaching experience, and their own regular salaries.

Iowa: Combination rank and credit hour.

Kent: Combination of: academic rank or equivalent; number of credit hours; professional experience; market considerations.

Kentucky: By number of courses.

Long Island: Academic rank.

Louisiana: By academic rank.

Maryland: Number of credit hours and qualifications.

Michigan: In each case this was negotiated by the dean with the individual and is largely dependent upon that person's position, experience, etc.

Minnesota: Academic rank.

Missouri: Qualifications and number of credit hours.

Montreal: By academic rank or its equivalent.

North Carolina: By academic rank.

North Carolina Central: By academic rank and number of credit hours taught.

Northern Illinois: By academic rank or its equivalent.

North Texas: Negotiated individually, within University guideline range (reflecting individual qualifications such as degrees and relevant experience).

Oklahoma: By general agreement between the individual and the school.

Peabody: By number of credit hours taught, with variations depending experience, qualifications.

Pittsburgh: Flat rate of $1500 per three-credit semester length course.

Pratt: By academic rank.

Queens: By academic rank or its equivalent.

Rhode Island: By number of credit hours at the rank of Assistant Professor. For enrollment of 10: $1370; for enrollment of 11: $150 for enrollment of 12: $1582. A travel supplement of $200 was included in some cases.

Rosary: We pay $1000 per course. Holders of the doctcrate get $100 more per course. In unusual cases the salary may go as high as $1250 pe course.

Rutgers: Part-time faculty are paid at the rate of $400 per credit.

St. John's: Within range established for academic rank in adjunct category.

Simmons: Flat rate per course.

South Carolina: We have a fixed figure per course.

Southern California: Academic rank.

Southern Connecticut: Lecturer I - $750. Lecturer II - $900. Special lecturer - Open.

South Florida: Negotiable, depending on the part-time person's experience and education and the course being taught.

Syracuse: Part-time faculty members are paid per 3-credit course--salary based on academic rank or equivalent, and general market place.

Tennessee: Flat rate per course.

Texas: Academic rank or equivalent and number of credit hours taught.

Texas Woman's: Stipend paid to part-time faculty members is determined by academic rank or professional background experience and reputation in the case of adjunct faculty members.

Toronto: All part-time faculty had previously been full-time. Part-time salaries were a proportion of full-time which reflected rank, leng of service, merit increases in past and current years, etc.

Washington: Usually by academic rank or its equivalent.

Wayne: By formula including highest degree, rank, qualifications, etc.

Western Michigan: If visiting faculty, the amount of the stipend is determined by the number of credit hours taught, and allocation by the Director. If board appointed part-time, the amount of stipend is determined by administration.

Western Ontario: University scale (per course).

Wisconsin-Madison: After the percentage of time is determined (e.g., teaching one course with no other duties = .25FTE), the salary is based on the person's "home" salary (e.g., salary with employing library, school system, etc.). If the person is not employed otherwise, salary level is determined by his or her background and training, using Madison salaries of comparably trained people as a guide.

Wisconsin-Milwaukee: By academic rank or the equivalent.

Auburn: Academic rank.

Ball State: Part-time faculty member's academic year salary and number of hours taught.

East Carolina: No response to this question.

Kutztown: Rank and credit hours are used to determine amount.

Mississippi: Part-time person was a full-time employee of the University. No money was paid from GSLIS budget.

Oklahoma State: Academic monthly salary percentage.

Sam Houston: Rank and step prorated by number of courses taught.

Southern Mississippi: By academic rank.

Western Kentucky: Academic rank plus number of credit hours taught.

Western Maryland: By academic rank and then credit hours taught.

The fifth question in the faculty section was as follows:

"May a faculty member receive institutional compensation (as opposed to outside funding) for work overload, such as teaching beyond the normal load in extension? If so, please explain your school's policy on overload compensation and your formula for payment."

Of the 73 schools that completed the questionnaire, sixteen (22 percent) responded to this question with a flat "no." Twenty-five (34 percent) indicated that added compensation is permitted for teaching in extension (usually off-campus) or in continuing education workshops or institutes. Twenty-two schools (30 percent) answered "yes" to the question but a number of these apparently were responding to the portion of the question that referred to extension and should probably be added to the extension and continuing education group. A number of schools, however, referred specifically to institutional policy, usually based in a union contract, for compensation in terms of course or student credit hour overload for campus teaching. Several schools stated that while it was theoretically possible in their institutions for a faculty member to receive added compensation for extension, evening, or

Saturday instruction, the library school had never participated in such activity.

The sixth question regarding faculty was:

"How were salary improvements for individual faculty members in your school determined in 1978-79? Was there a cost-of-living formula and/or a merit increase system? Who made the decisions regarding individual salary improvement?"

Seventy-one schools responded in some manner to this question. One reported that there had been no salary increases in his institution in 1978-79. Sixty-eight schools indicated the basis for awarding salary improvements, as follows:

Across the board percentage increase (including "cost-of-living"):	10
Merit increase:	17
Cost-of-living plus merit:	39
Seniority and services:	1
Merit and equity:	1

The second part of this question related to who it is that determines salary increases for library school faculty. The degree of autonomy of the individual library school affects this decision-making power; where the head of the school is a chairperson or director, the dean to whom he/she reports frequently makes this determination, usually in consultation with the library school's head. Where there is a strong institutional tradition of autonomy for the individual academic units, the library school dean or director may make such decisions. In other instances, the union contract may dictate a process by which faculty peers make the determination. The smaller the institution, the more centrally the decision tends to be made. The answers of the 50 schools responding to this portion of the questionnaire have been tabulated as follows:

Decision made by:

Head of library school:	25
Head of library school in consultation with a faculty committee:	11
Head of library school in consultation with his/her superior:	6
Faculty committee:	2
Faculty vote:	2
Dean of the Graduate School:	1
Negotiation between head of library school and individual faculty:	1
Dean to whom head of library school reports:	1
Central administration:	1

The seventh question was designed to reveal the number of new faculty positions created in library schools in 1978-79 and to discover how the salary was determined for such positions. There appears to have been some confusion between this question and #8 which asked about faculty replacements, not new positions. As best as we can determine from the answers provided, there were 15 new faculty positions created in 1978-79 among the following schools:

California-Los Angeles	1
Case Western Reserve	2
Catholic	1
Illinois	1
Michigan	1
Peabody	1
Rhode Island	1
South Carolina	1
Southern Connecticut	1
Texas	1
Ball State	1
Sam Houston	2
Southern Mississippi	1

In response to the question regarding the manner in which a salary figure was determined for these new positions, these thirteen schools responded as follows:

California-Los Angeles: Salary was determined by the University salary scale. The School has flexibility within that salary scale if approved by Chancellor.

Case Western Reserve: Our base salary schedules are by rank, university-wide (with the exception of medical personnel) as published in the AAUP salary statistics. Special competency, seniority, etc. can be regarded only within the salary interval in the respective rank.

Catholic: Figure was based on median figure at rank replaced according to the latest Bidlack salary survey.

Illinois: The University sets a minimum salary for each academic rank; however, these are relatively low and are seldom a consideration. An attempt is made to set a new salary at a level where it will be congruent, in terms of training and experience, with other salaries in the School and at the same time competitive. While the University monitors salaries (for several reasons including affirmative action) considerable leeway is given individual units.

Michigan: The former director of the University Library joined the faculty as a full-time professor. His salary was transferred to the School's budget. The School agreed to this transfer, but since the salary was provided as new money in the School's budget, the School

Michigan (continued): did not determine the amount.

Peabody: One additional professor was added for 1979-80, primarily for responsibilities relating to the off-campus programs.

Rhode Island: Salary determined by Dean in negotiations with central administration.

South Carolina: Salary has not been firmly set. We propose a salary to the central administration based upon qualifications of the individual.

Southern Connecticut: One new position - Assistant Professor. Contract (BOT-AAUP) sets qualifications for rank and entry level salary. Library School may recommend higher rank and salary. In this instance, higher rank was not approved; higher salary was approved. Entry level: $14,850; New Person: $18,500.

Texas: One professor on assignment to library since 1968 was returned to the School at his current library rate.

Ball State: Salary determined by academic rank, years of service and experience by the central university administration.

Sam Houston: Rank/step upon recommendation of Department Head to Dean based upon education, previous experience; fixed schedule determined by central administration based on education and previous experience.

Southern Mississippi: Salary set by library school with approval by the academic vice president.

The next question (#8) pertained to the number of faculty replacements (resulting from resignations, retirements, etc.) made during 1978-79 and the method used to determine the salaries for these individuals. The following schools reported a total of 40 such appointments (32 among 20 ALA accredited programs:

Alabama	2
Albany	1
Arizona	1
Buffalo	3
California, Berkeley	1
California, Los Angeles	2
Catholic	1
Denver	2
Florida State	1
Geneseo	1
Louisiana	2
Minnesota	1
Missouri	1
Montreal	1
Northern Illinois	1
Rutgers	2
Southern California	5
South Florida	2
Syracuse	1
Texas Woman's	1

Ball State	1
East Carolina	2
Kutztown	1
Mississippi	2
Oklahoma State	1
Sam Houston	1

From the comments that follow, it appears that most schools were able to take qualifications and the market place into account when negotiating a salary. On the other hand, comments from a number suggest that little if any flexibility was available to the library school dean or director.

Alabama: Two new full-time faculty members were added to fill the vacancies created by two retirements. The dean had the authority to negotiate their salaries up to the amounts paid to the former incumbents.

Albany: Replacement of the Dean. Dean's salary determined by negotiation with range prescribed for "management confidential" personnel.

Arizona: By qualification of individual appointed.

Buffalo: Negotiation between Dean and candidate for appointment.

California-Berkeley: Qualifications.

California-Los Angeles: Salary was determined by the University salary scale. The school has flexibility within that salary scale if approved by Chancellor.

Catholic: Figure was based on median figure at rank replaced according to the latest Bidlack salary survey.

Denver: Salary range appropriate to announced rank was publicized. Salary was then negotiated.

Florida State: Marketplace "value" for Asst. Prof. + adjustment for experience.

Geneseo: Standard entry-level salary granted to new faculty joining the College.

Louisiana: The University maintains an approved level of payment for beginning salaries at various ranks. The Dean of the GSLS may present to the Dean of the Graduate School evidence (e.g., current advertisements, Bidlack study, etc.) which provide evidence that the beginning level salary is not competitive and the salary approved may be higher than the approved beginning salary. In fact, our beginning salaries are $3,250 per academic year above the university approved beginning salary for assistant professors.

Minnesota: The salary was based on market conditions.

Missouri: Salary determined by qualifications.

Montreal: Set figures (scale) based on qualifications and experience. For special individuals, merit increase may be negotiated. Library School has some flexibility by way of negotiation but no autonomy.

Northern Illinois: Rank and experience.

Rutgers: Entry rank is determined by the dean with advice from the Faculty Appointments and Promotions Committee. Standard starting salaries are established by central University administration, but may be increased in exceptional cases.

Southern California: Dean.

South Florida: A salary range for each position was advertised. The library school was involved in the decision and the final decision was made by the administration.

Syracuse: In this case, a beginning assistant professor--salary competitive with field and rank, based on experience and perception of marketplace.

Texas Woman's: Salary was determined on the basis of the faculty member's professional background, national reputation, and experience. Rank, however, at assistant professor level since at time of hiring, she had not completed her doctoral work.

Ball State: Salary determined by academic rank, years of service and experience by the central university administration.

East Carolina: Recommendations from Departmental Personnel Committee and Departmental Chairman to Vice-Chancellor for Academic Affairs.

Kutztown: By rank and experience.

Mississippi: Using funds available, salaries were determined by using experience, rank, etc.

Oklahoma State: Salary set by dean with department head input.

Sam Houston: Rank/step system.

The monetary value of an institution's fringe benefits is a factor that prospective faculty may take into account as they consider a job offer. There is considerable variation in fringe benefits (i.e., the institution's contributions in such areas as retirement and insurance) from one university to another. In negotiating research contracts that include providing funds for salaries, universities have calculated the percentage value of the fringe benefits that they provide their faculty. The first question under fringe benefits in the faculty section of the AALS questionnaire asked for this percentage for the year 1978-79. Answers were received from 56 of the 67 library schools then holding ALA accreditation. The average for this group was 19.36 percent. Among the 6 AALS associate-member schools that responded to this question, the average was 20.3. These 62 schools have been divided into clusters in the following listing:

TABLE I-40: Percentage Value of Fringe Benefits

10% to 12%: Catholic; Dalhousie; Montreal.

12% to 14%: North Texas; South Carolina.

14% to 16%: Atlanta; Brigham Young; Emory; Florida State; Kentucky; Missouri; Peabody; St. John's; South Florida; Tennessee; Toronto; Southern Mississippi.

16% to 18%: Drexel; Illinois; Long Island; Lousiana; Michigan; North Carolina; Northern Illinois; Pratt; Washington; Mississippi.

1[illegible] to 20%: Case Western Reserve; Denver; Iowa; Kent; Maryland; Southern California.

20% to 22%: Chicago; Hawaii; Minnesota; Pittsburgh; Rutgers; Simmons; Wayne; Western Michigan; Wisconsin-Madison; Wisconsin-Milwaukee; Ball State; Sam Houston.

22% to 24%: California-Berkeley; California-Los Angeles; Clarion; Indiana; Auburn.

24% to 26%: Columbia; Queens; Southern Connecticut; Texas; Texas Woman's; Western Kentucky.

26% to 28%: Alabama A & M.

28% to 30%: Albany; Geneseo; Syracuse.

30% and above: Alabama; Buffalo.

An important fringe benefit for faculty in any professional school is reimbursement for travel. Question #10 was designed to survey the manner in which faculty members may qualify for travel funds, i.e., to determine priorities in the use of such funds. A number of schools responded only by indicating who makes the decision rather than revealing the basis for such decisions. Ten schools stated simply that the dean or director divides available travel funds, presumably on the basis of the merit of each request. Five schools indicated that such funding is handled by the central administration on this same basis, while four schools reported that a faculty committee makes the decisions.

Twenty-six schools reported that available travel funds are simply divided equally among all faculty. Schools located in universities with strong faculty unions tend to handle travel funds in this manner.

Where travel funds are not simply divided equally among faculty, by far the most commonly cited priority (18 schools) was for those faculty presenting papers at professional meetings or serving as an officer or committee member for professional associations. Three schools listed as a priority that of representing the school at an association meeting. Two schools give priority in the use of travel funds to faculty doing research. Travel for the recruitment of new faculty and "faculty development" were reported by one school each. Two schools give priority to in-state travel. One school reported having a formula based on faculty rank. One school requires only that a faculty member be a personal member of the professional association sponsoring the conference to qualify for travel reimbursement.

Various priorities may be followed by the same school, of course, as the following statement from the University of Pittsburgh indicates:

> In determining the extent to which individual travel requests can be supported by the School, the following priorities, listed in descending order of importance, will obtain: 1. Official representation of the University of Pittsburgh; 2. Income-generating activities; 3. Presentation of papers where there is advance assurance of publication at the international or national level; 4. Participation in conference programs as a speaker, moderator, panelist, etc.; 5. Responsibilities as an officer or committee chairperson of a professional organization; 6. Travel in connection with research that promises to result in substantial publication or a product; 7. Committee membership; 8. General conference attendance.
>
> In evaluating requests to support general conference attendance, where the individual does not have specific speaking or other assignments, special consideration will be given to our obligation to assist those junior faculty, below the rank of associate professor, who are seeking to achieve national recognition.

Of the library schools with ALA accredited programs, 59 responded to the question regarding the number of faculty reimbursed for professional travel during 1978-79 along with the average amount received by each. The answers varied by school from none to a high of 17, and with dollar averages ranging from zero to a high of $1,297 per faculty member. A total of 535 faculty were reported among these 59 AALS member schools as having received travel assistance during 1978-79 totaling $235,124, or an average of $439 per faculty member. Among these 59 schools, the amount spent on faculty travel varied from zero to a high of $14,234. The average total expenditure on faculty travel among these 59 schools was $3,985 per school.

Meaningful responses were received from 7 of the cooperating AALS associate-member schools. The number of faculty per school in this group who received travel assistance varied from 5 to 10; the average amount for each varied from $75 to $525. A total of 50 faculty members received travel assistance among these 7 schools at a total cost of $15,988, or an average of $320 per individual. The average expenditure on faculty travel among these 7 schools was $2,284 per school.

The following table summarizes the schools' reports regarding the number of faculty who received travel funds in 1978-79 and the average amount received by each.

TABLE 1-41: Faculty Travel Funds

	Number of Faculty Receiving Travel Funds, 1978-79	Average Amount Received by Each Faculty Member	Total Amount (number of faculty multiplied by average amount)
Alabama	10	$ 776	$ 7,760
Alabama A & M	4	600	2,400
Albany	8	593	4,744
Arizona	?	100 minimum	
Atlanta	5	350	1,750
Brigham Young	6	772	4,632
British Columbia	?	?	
Buffalo	9	791	7,119
California-Berkeley	11	1,294	14,234
California-Los Angeles	10	529	5,290
Case Western Reserve	7	150	1,050
Catholic	5	200	1,000
Chicago	6	438	2,628
Clarion	8	1,045	8,360
Columbia	13	300	3,900
Dalhousie	7	600	4,200
Denver	11	701	7,711
Drexel	12	300	3,600
Emory	10 (including librarians)	237	2,370
Florida State	12	600	7,200
Geneseo	10	168	1,680
Hawaii	8	300	2,400
Illinois	8	165	1,320
Indiana	13	600(1)	7,800
Iowa	8	130	1,040
Kent	9	100	900
Kentucky	12	300	3,600
Long Island	5	100	500
Louisiana	7	165	1,155
Maryland	15	160	2,400
Michigan	17 (including one part-time)	695	11,815

TABLE F-41: Faculty Travel Funds (continued):

	Number of Faculty Receiving Travel Funds, 1978-79	Average Amount Received by Each Faculty Member	Total Amount (number of faculty multiplied by average amount)
Minnesota	5	$ 700	$ 3,500
Missouri	12	300	3,600
Montreal	5	290	1,450
North Carolina	14	784	10,976
North Carolina Central	10	300	3,000
Northern Illinois	7	100	700
North Texas	9	300	2,700
Oklahoma	6	?	
Peabody	7 (including two part-time)	200+	1,400
Pittsburgh	12	414	4,968
Pratt	7	900	6,300
Queens	1	400	400
Rhode Island	8	150	1,200
Rosary	0	0	0
Rutgers	17	500	8,500
St. John's	7	375	2,625
Simmons	14	100	1,400
South Carolina	10	489	4,890
Southern California	13	300	3,900
Southern Connecticut	1	310	310
South Florida	8	100	800
Syracuse	11	600 (2)	6,600
Tennessee	8	300	2,400
Texas	15	695	10,425
Texas Woman's	10	663	6,630
Toronto (changed dates)	(12) (3)	(250) (3)	(3,000)
Washington	7	202	1,414
Wayne	8	200	1,600
Western Michigan	10	200	2,000
Western Ontario	13	896	11,648
Wisconsin-Madison	11	230	2,530

TABLE I-41: Faculty Travel Funds (continued):

	Number of Faculty Receiving Travel Funds, 1978-79	Average Amount Received by Each Faculty Member	Total Amount (number of faculty multiplied by average amount)
Wisconsin-Milwaukee	9	$ 300	$ 2,700
Auburn	5	300	1,500
Ball State	10	334	3,340
East Carolina	7	200	1,400
Kutztown	5	75	375
Mississippi	7	525	3,675
Oklahoma State	all	200	?
Sam Houston	6	283	1,698
Southern Mississippi	10 (including two part-time)	400	4,000
Western Kentucky	10	?	?
Western Maryland	all	200(4)	?

Notes:

(1) The "average" is misleading in this instance as the Dean and Director of the Research Center have been able to make use of additional funding for travel from the Res. Center and from an NSF Grant. Travel funds for regular faculty are much more limited.

(2) Does not include research grant travel, which is under control of project director--estimated at additional $10,000 total.

(3) Figures given for 1979-80.

(4) Not to include fully funded travel. These figures not available.

Of the 63 responses from ALA accredited programs to the question (#13), "Does your university have a sabbatical or research leave program?", there were 54 reports of "yes" (86 percent). In addition to these 54, one school (Florida State) answered "limited." One of the 54 "yes" answers (North Texas) added the qualification "subject to funding by legislative appropriation." For schools responding "no," question #14 asked, "Does your university have any other type of paid leave program for faculty?" Following are the responses to question #14 from the 8 ALA accredited programs whose answer to #13 was "no."

Chicago: (no further response)

Emory: Sabbaticals/research leaves are requested and approved on the departmental level with the concurrence of the Dean of the Graduate School.

Kent: There are some research leaves (usually funded by KSU for summer months) for which faculty may apply on a competitive basis. We hope to have sabbaticals in operation by 1980-81.

North Carolina: There is no state leave policy. Within the University there are 38 highly competitive endowed research leaves (1 year at half pay, half year at full pay). In addition, a school or department may release a faculty member for one semester to work on projects, provided the required classes can be met. Also, the University will provide whatever portion of an individual's salary is not included in Fulbright or Guggenheim Awards.

North Carolina Central: No.

Tennessee: No.

Texas: Research grants program.

Texas Woman's: The State of Texas does not authorize sabbaticals. There is essentially no research leave program unless through a grant generated by the individual faculty member.

Among the 10 responses from AALS associate-member schools, all but one (East Carolina) stated that their universities have sabbatical leave programs. East Carolina noted: "A limited number of research leaves for one semester are being considered."

All schools reporting that their universities have a sabbatical leave policy also reported that the library school faculty participate in the same manner as other faculty throughout the institution.

The responses to the question regarding how faculty qualify for sabbatical leaves, along with their frequency and their length, are too involved to tabulate here. (A number of schools sent pages from their faculty handbooks!) Several schools indicated that qualifying for such leaves is increasingly competitive and is no longer something that a faculty member can count upon routinely. Typically, the sabbatical leave is limited to every seventh year and is granted only when a convincing case is made for the value of the research to be conducted during the leave. Also typically, the leave may be for one-half the academic year at full salary or the full year at half salary. Rarely are funds provided the library school to replace the individual during the sabbatical, it being assumed that other faculty will somehow cover the courses that would otherwise have been taught. In library schools with small faculties, this necessity frequently discourages application for such leaves.

Of the 54 ALA accredited programs where sabbatical leaves are available, 22 reported that one or more library school faculty members had received such leaves during 1978-79, for a total of 33 individuals. Two schools (Denver and Rutgers) reported 4 faculty members on sabbatical leave in 1978-79, while five reported 2 faculty members each (Berkeley, Illinois, Montreal, Simmons, and Wayne). The following schools reported one each: Atlanta, Brigham Young, British Columbia, Buffalo, Catholic, Columbia, Dalhousie, Drexel, Emporia, Long Island, Louisiana, Maryland, North Texas, Queens, and Rhode Island.

An attempt was made in the AALS questionnaire to gather information regarding library schools' support staff, divided according to the following functions: (1) administrative support, (2) instructional support, (3) research assistance, (4) media services, (5) library personnel, and (6) other support. Part-time student assistantships were to be calculated separately. The following definitions of terminology were provided deans and directors in order to assure a degree of uniformity.

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the School. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Library personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. Under (f) Other may be identified any support staff beyond those listed.

A number of deans and directors noted the difficulty of dividing support staff into the categories provided, but only Rutgers found it impossible. (Rutgers has 4 full-time and 1 FTE of part-time support staff for administrative, instructional, and research assistance.)

Among the 63 ALA accredited programs that responded to the questionnaire, full-time support in the area of administration varied from zero to a high of 8 (Toronto). When the FTE of part-time support is added, the high becomes 9 (Pittsburgh). For the 62 schools reporting administrative support separate from instructional support, the full-time people plus the FTE of part-time staff averaged 2.69 per school for administrative support.

Among the same group of 62 schools, support staff for instruction (full-time plus the FTE of part-time combined) varied from zero to a high of 8.33 (Pittsburgh). The average was 1.04 for instructional support.

When support staff (full-time and FTE of part-time) for both administration and instruction are combined for all 63 schools with ALA accreditation, the range extends from a low of one to a high of 17.33 (Pittsburgh), with an average of 3.75. The questionnaire did not inquire regarding the source of funding for support staff--it can be assumed, however, that schools receiving large research grants are able to fund a portion of their support staff salaries from those grants.

As is seen from the following table, support staff in the area of research were reported for only 19 (30 percent) of the 63 schools; among those 19 schools, this support ranged from a low of .1 to a high of 15.5 (Syracuse). The average was 1.5.

Sixteen (25 percent) of the AALS member schools reported having support staff for media services, from .08 to 2.5; the average was one for those 16 schools. In many instances, however, schools reported having access to such services outside their own budgets.

The counting of library support staff always presents difficulty since not all schools have libraries of their own and for those that do the staff is often supported from the budget of the university library. It was the intent of the questionnaire that library support staff be reported "whether their salaries are paid from the library school's budget or from that of the central library." It does not appear, however, that this was understood by all library schools. Forty-one of the 63 schools holding ALA accreditation reported having such personnel, from a low of .25 to a high of 10.5 (Toronto). The average for these 41 schools was 2.66.

In any compilation of support staff, provision must be made for "other," and as the table that follows indicates, 10 schools reported having such staff. Responsibilities noted for these individuals included computer, reference laboratory, placement, editorial, alumni relations, publications, continuing education, Beta Phi Mu, etc.

In terms of total support staff, full-time plus FTE of part-time, including library science librarians whose salaries are paid in many instances from the university's library's budget, the 63 accredited programs from which we received data vary from a low of one individual to a high of 27.13 (Pittsburgh). The average number of support staff for these 63 schools, based on the schools' totals given in the following table, was 6.53.

TABLE I-42: Support Staff Among AALS Member Library Schools

	Adm. Support		Instruc. Support		Research Asst.		Media Services		Library Personnel		Other		TOTAL
	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	
Alabama		1.25		.45		.1						.2	2
Alabama A & M	1												1
Albany	1	.7	1	.3						.5			3.5
Arizona	1		2	5					2				5.5
Atlanta	3			1					2	4			10
Brigham Young	2							.5		.25		.5	3.25
Brit. Columbia	3												3
Buffalo	1	.25	1	.25									2.5
California-Berkeley	4	1.3		.09		.26		.08				.175	5.9
California-Los Angeles	4	1		.5		.5			1	.5	2		9.5
Case Western Reserve	2			1	1					1	1		6
Catholic	3								1				4
Chicago	2			.5									2.5
Clarion	1		1						4				6
Columbia	5			1		.25	1	.5	3	5			15.75
Dalhousie		2.5											2.5
Denver	5		1										6
Drexel	4		2						1		1	1	9

TABLE 1-42: Support Staff Among AALS Member Library Schools (continued)

	Adm. Support		Instruc. Support		Research Asst.		Media Services		Library Personnel		Other		TOTAL
	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	
Emory	1								2				3
Florida State	4	.5							2				6.5
Geneseo	1	1.5		1.5									4
Hawaii	1		1										2
Illinois	2	.2	2	.2		.6	1		.3		1	4.67	14.67
Indiana	4	.5							2	.5			7
Iowa	1			.5					1				2.5
Kent	2	.5											2.5
Kentucky	2	.25	1	.3		.2		.25			2		6
Long Island	1		2					1	1	.5			5.5
Louisiana		.75	1						3				4.75
Maryland	3	1	1	1.5		.68	1		3				11.18
Michigan	4		1				1		3	.75			9.75
Minnesota		2							7				9
Missouri	2		1	.5		.5			1				5
Montreal	4	.33				2			4	1			11.33
North Carolina	3	.75	1			.33			2				7.08
North Carolina Central	1		1						3				5

TABLE I-42: Support Staff Among AALS Member Library Schools (continued)

	Adm. Support		Instruc. Support		Research Asst.		Media Services		Library Personnel		Other		TOTAL
	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	
Northern Illinois	1			1									2
North Texas	1		1						3				5
Oklahoma	2			.5				.5					3
Peabody	2								1				3
Pittsburgh	7	2	8	.33	1		2	.5	5	.5		.8	27.13
Pratt	1	.75		.25					2				4
Queens	2			.33				.25		.33			2.91
Rhode Island	1		2										3
Rosary	2		1	.5					1				4.5
Rutgers *	*4	*1											6
St. John's	1	.5		1		1			1				4.5
Simmons	5		1		1			.5	2				9.2
South Carolina	1	.5	2										3.5
Southern California	3								2				5
Southern Connecticut		.5		.5		2.5				.33			2.83
South Florida	1	1											2
Syracuse	2		2	1	14	1.25							20.25
Tennessee	1	.5	1	.5									3

TABLE I-42: Support Staff Among AALS Member Library Schools (continued)

	Adm. Support		Instruc. Support		Research Asst.		Media Services		Library Personnel		Other		TOTAL
	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	
Texas	3	.5	2	.5				5	2	.5		1	10
Texas Woman's	2			.5						.66			3.16
Toronto	5		2			.5	1	.5	1	.5	1	1.5	25
Washington	3	1.12		.9		.15							5.17
Wayne	1		1										2
Western Michigan	2			.5						.5			3
Western Ontario	7	5.75		1.25		1.6		5	2	[illegible]			22.4
Wisconsin-Madison	4	.6	1					5	2	1.25	1	1.15	11.5
Wisconsin-Milwaukee	3	.5											4.5

*Rutgers reported 4 full-time and 1 FTE of part-time support staff for administrative, instructional, and research assistance combined.

The table that follows provides information regarding the support staff of the 10 AALS associate-member schools that responded to this portion of the questionnaire. Because of the brevity of this table it has been thought unnecessary to provide a comparative analysis other than to note that the average total of support staff for these 10 schools is 3.92.

TABLE I-43: Support Staff Among AALS Associate-Member Schools

	Adm. Support		Instruc. Support		Research Asst.		Media Services		Library Personnel		Other		[illegible]
	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	No. of Full-Time	FTE of Part-Time	
Auburn	1					.33							1.33
Ball State	2						1	3	2				8
East Carolina	1	1	1	1									4
Kutztown		.25	1			.5							1.75
Mississippi	1			.5					1				2.5
Sam Houston	2		1				1		3				7
Southern Mississippi	1		1					.33				.33	2.66
Western Kentucky	1							2	1				4
Western Maryland	2		1	1				1					5
Oklahoma State	2	1											3

As seen in the following table, nearly all schools reporting from the ALA accredited group make use of part-time student help in augmenting their support staff. Only 3 of the 63 reporting schools listed no student assistance in this area. Twenty-seven reported using students for administrative support while 51 indicated students provide support for instructional activities. The table that follows probably makes further analysis unnecessary, except to note that, in terms of total FTE student employment, the figure ranges from zero to 25 (Pratt). The average for the 60 schools using student help was 5.71 FTE per school.

TABLE [illegible]. Use of Part-time Students as Support Staff among AALS Member Schools

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama	.38	.37	0	.75	.25		1.75
Alabama A & M		1	5				6
Albany	.5	6.5*		1.4	2.6	.9	11.9
Arizona		4					4
Atlanta	1	1	0	0	3		5
Brigham Young			.75		.25		1
British Columbia							
Buffalo	.5	.75	.75	1	.5		3.5
California-Berkeley		1.16	1.87	0	0	.65	3.68
California-Los Angeles		1.5	1	.10	.70		3.3
Case Western Reserve					3		3
Catholic	.5	.5		.2	2		3.2
Chicago		1					1
Clarion		5	2	1	2		10
Columbia		1					1

[illegible] Use of Part-time Students as Support Staff among AALS Member Schools (continued)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Dalhousie		4					
Denver							
Drexel	.5	3	2.5	1.5	1	.5	9
Emory	.7				3.5		4.2
Florida State	.3	2.5		.91	4.8		8.51
Geneseo	1	1	.4	.4	2		4.8
Hawaii	1	5					6
Illinois		.5	1.5	.5	1.98	.5	4.98
Indiana		9				11	20
Iowa		.5	.5	.25	.8		2.05
Kent	.25	5					5.25
Kentucky	.25	3.3		.5			4.05
Long Island			5	1	2		8
Louisiana	.25	1	.5	.65	2.15		4.55
Maryland		2.75		2	4		8.75

[illegible] Use of Part-time Students as Support Staff among AALS Member Schools (continued)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Michigan	.5				2.03		2.53
Minnesota		.5			6		6.5
Missouri		1.25	1.25				2.5
Montreal		5	6				11
North Carolina		1	1.58	.5	3.05		6.13
North Carolina Central					.5		.5
Northern Illinois			6				6
North Texas		1	1		4.25		6.25
Oklahoma		2					2
Peabody	.63	.75					1.38
Pittsburgh	.25	9			4.25		13.5
Pratt	5		8	9	3		25
Queens	1	2					3
Rhode Island	1	1					2
Rosary		1.5		2	1		4.5

TABLE I-44. Use of Part-time Students as Support Staff among AALS Member Schools (continued)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	TOTAL
Rutgers**	1**			.66			1.66
St. John's	1	3	3		1.5		8.5
Simmons		.8	3	.63	1.25		5.68
South Carolina		16		2			18
Southern California					3		3
Southern Connecticut		1					1
South Florida	1	1					2
Syracuse	1	2.5	3	.5	.5	2.5	10
Tennessee	.5	1.5		.5			2.5
Texas		2	2	.75	1.66		6.41
Texas Woman's		.5		2.97			3.47
Toronto	1	1			1.5		3.5
Washington		1.7	.25				1.95
Wayne							
Western Michigan		.5	2.3		9		11.8

[illegible] Use of Part-time Students as Support Staff among AALS Member Schools (continued)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Western Ontario		1.1	4.1		8.5		13.7
Wisconsin-Madison	.25	1.5		1	2	.5	5.25
Wisconsin-Milwaukee	1	4			1		6

*Albany reported 6.5 FTE of student assistants for instructional and research assistants combined.

**Rutgers reported 1 FTE of student assistants for administrative, instructional and research assistants combined.

Support staff through the use of student assistants among the 10 AALS associate-member schools is shown in the following table:

[illegible] Use of Part-time Students as Support Staff among AALS Associate-Member Schools

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Auburn			.3				.3
Ball State	1	2	.5		2		4.5
East Carolina	2	6					8
Kutztown					4		4
Mississippi			1		2		3
Oklahoma State		2	1	3			6
Sam Houston	1	6		1		4	12
Southern Mississippi	1.5	4					5.5
Western Kentucky	2	2	2	3	5		14
Western Maryland		1		1			2

The final section of the faculty portion of the questionnaire attempted to determine how faculty responsibilities are assigned and divided, as well as the basis for determining how faculty are rewarded for their efforts. The first of this series of questions asked what is expected of a full-time faculty member in terms of teaching, research, and service, and whether this expectation can be expressed in terms of a formula for the appropriate division of a faculty member's time.

Few schools, or the parent institutions of which they are a part, have precise formulas, but many have fairly clear understandings of how faculty members should spend their time. (Where there is a strong faculty union, a precise formula is much more likely to exist.) There is general agreement that a faculty member's first responsibility is to teach. In many schools, this responsibility is measured in courses and/or contact hours. Schools' responses to this question are given below:

Alabama: We have no formula. Each faculty member is expected to be ready to teach as many as three courses per semester, although there is frequently no need for as many as three and a lighter load results. Each is also expected to excel in two of the three categories - teaching, research, and service.

Alabama A & M: SAMPLE: Teaching 66%; Advising 10%; Directing Research (MLS) 4%; Personal Research 10%; Instructional Activities 5%; and Professional Activiti s 5%.

Albany: Nine contact hours per week is considered a full-time teaching load; otherwise, there are no formulas for research and service.

Arizona: No formulas.

Atlanta: A full-time faculty member is expected to teach three courses each semester, do research, serve on library school committees and University committees. We do not have a formula in terms of the percentage of time or number of hours, per week.

Brigham Young: We have no formula except for a maximum teaching load. We all have committee and other administrative assignments. We are all expected to be involved in some creative activity and to publish at least one paper a year.

Maximum teaching load formula: 16 credit hours total during the academic year (fall and winter semesters). No more than three different preparations during a semester or two during a term (spring or summer).

British Columbia: Normally two to three courses per term.

Buffalo: Contribution in all three areas. No formula.

California-Berkeley: Five courses spread over three quarters (e.g., 2-2-1). Usually three hours/week for a ten week quarter course.

California-Los Angeles: Full time professional faculty to teach five to six courses per year. Full time lecturer faculty to teach seven to nine courses per year.

Case Western Reserve: Several efforts at formulas of this nature proved unworkable and operated to the disadvantage of individual faculty members. 2 dissertations = 1 course. Research is a matter of

Case Western Reserve (continued): course and funded research is prorated and reflected in teaching schedules.

Catholic: Approximately 1/3 of time for each area.

Chicago: No.

Clarion: Precise formula is part of the union contract. Too lengthy to copy here.

Columbia: No. Each full-time faculty member teaches 2-three credit courses per term, for a total of 6 class contact hours per week.

Dalhousie: The normal teaching load is five courses (each of three credits in credit equivalencies) in the two terms of the academic year. The equivalent of a 6th course may be given in the form of a reading course, supervision of work experience programs or thesis supervision. The amount of research and service is determined on individual basis by discussion between Faculty members and Director.

Denver: There is no formula; however, tenure and promotion decisions require adequate evaluation of faculty in all three areas, with emphasis on teaching and research.

Drexel: Faculty load is computed on the basis of "twelfths" with a full-time teaching load equated with 12 credit hours (9 contact hours) a term. The load may be reduced for a variety of reasons: 1. Funded research. 2. Administrative assignment (i.e., lab supervision). 3 Dean has an allocation of load reduction twelfths which he can assign for special purposes. Note that normal research and service activities expected of all faculty are not reasons for load reductions.

Emory: There is no formula relative to percentage of time or number of hours per week. The Division's "Guidelines for Appointment, Promotion, and Tenure of Full Time Faculty" sets forth three areas as the bases for faculty evaluations: program responsibilities, professional service, and research and scholarship. The area of program responsibility is primary and is expected from all faculty members. It is expected that the faculty as a group will have a profile of some significance in service and research. In the case of individual faculty members, minimal involvement in one can be accepted as a trade-off for a relatively intense involvement in the other.

Florida State: 70% of load = teaching. 10% of load = research. 20% of load = service. Teaching is normally 12 hrs./wk; 9 contact hours (3 courses) is the usual load, with equivalent time (3 hrs.) for counseling, etc.

Geneseo: No formula. Emphasis on teaching and research.

Hawaii: Full-time faculty are required to teach 15 credit hours in total in an academic year; (9 in fall, 6 in spring or 6 in fall, and 9 in spring).

Illinois: Teaching: A full-time faculty member teaches 5 courses during the academic year. This workload is determined by the GSLS. The University has no set policy. All faculty serve on committees, etc.

Illinois (continued): Research: All faculty are expected to do research as a part of their regular activities; no specific amount [illegible] set. Service: All faculty are expected to perform public service; the extent of such service is not defined nor [illegible] itself.

Indiana: We do not have a formula for faculty work load at our school. Regular faculty are expected to teach 15 hours per academic year, three courses (usually two sections of one course and a second course) one semester and two the next or vice versa. The closest thing to a "formula" that might be cited is the Univ. requirement for tenure and/or promotion of achievement of an "outstanding" rating in one of the three categories of research, teaching, or service, and a rating of satisfactory in the other two. Thus faculty members are expected to perform in all three areas but no set formula guidelines are set up. It is expected, however, that as with other professional people, faculty will put in at least the standard forty hour week.

Iowa: No formula for research and service.

Kent: A faculty member is expected to be an excellent teacher. We have student evaluations each semester and classroom visits by faculty once a year. Research and publication now receive great emphasis at this university. Service comes in a distant third.

Kentucky: Normal teaching load is 2 courses in one semester and [illegible] courses in the other. Distribution of effort between teaching, research, and service is negotiated annually between faculty member and the Dean.

Long Island: Normal teaching workload for full-time classroom faculty is 12 credit hours per semester, including released time. Office hours shall be one hour for each three-credit section, scheduled at a time related to student needs. In addition to teaching, faculty have an obligation to be reasonably available to students, to assume normal committee assignments, to engage in research or professional development and, where appropriate, community service. Conferences with students, attendance at graduation, participation in faculty committees and attendance at faculty meetings are considered to be part of a faculty member's workload.

Louisiana: There is no formula in terms of percentage or number of hours per week; however, appointments to the faculty state 75% instruction and 25% research. This percentage leaves no time for community and professional service, etc. Members of the faculty are at the minimum expected to teach their courses, publish on the average of at least one item per year, be active (hold office) in at least one professional association, serve on at least two library school committees and serve on one university committee every three years, and participate in at least one continuing education activity per year.

Maryland: The 2-page University policy is too detailed to copy [illegible] except the following "Summary": In summary, service activity is expected of the successful faculty member, but no form of service shall be a substitute for teaching and research achievement. [illegible] should service activity be expected or required of younger [illegible]

Maryland (continued):
to the point that it interferes with the continued development of their teaching and research.

Michigan: The normal course load is 3 courses (or sections) in a full term and 2 courses (or sections) in a half-term. This can be adjusted where faculty request time to develop a research proposal or take on a special assignment for the school. It is assumed that this teaching assignment, along with serving on committees, student advising, and directing doctoral student research, will occupy about 75 percent of the faculty member's time. Since the academic year comprises 8 months in the calendar, a faculty member may choose to teach a half-term (2 months) for 2/9 additional salary. This leaves one month for vacation and one month for "university service." It is assumed that a faculty member will thus have 25 percent of his time during the academic year plus one full month for research and professional service.

Minnesota: The School has not set any formal policies concerning the proportion of time to be devoted to particular assignments, preferring to seek a mix of activities based on individual faculty talents and preferences.

Missouri: [A two-page formula was provided--too detailed to summarize.]

Montreal: Teaching - 12 hours - normal load. Research - -, Service - Director; Committee members; Work in scientific or cultural organizations, professional associations, etc.

North Carolina: No formula as such. Teaching load is 3 courses (9 hours) one semester, 2 courses (6 hrs.) next semester. Reduced load for coordinator of the Block (1 course). We expect research and writing for tenure and promotion.

North Carolina Central: 60% of the faculty member's time should be devoted to teaching or 9 semesters of courses. The remaining time in research and service is negotiated by the faculty member with the Dean.

Northern Illinois: 75% teaching; 25% research & service.

North Texas: Teaching, research, and service are expected of all full-time faculty members, but no percentage-of-time allocations are set for these functions, and the mix can vary for individual faculty members.

Oklahoma: There is no formula. However, the School expects a faculty member to be active in teaching, research and service, to the University and professional community. For those producing most effectively in all areas, arrangements are negotiated to lessen the teaching load.

Peabody: Teaching 9 hours per semester.

Pittsburgh: Teaching (12 month appointment): 3 courses each Fall and Winter term, 2 courses either Spring or Summer session. Advising: Regularly scheduled hours. Research and Service: follows University policy.

Pratt: Full-time faculty must teach 3 courses (6 contact hours) per

Pratt (continued): semester. There is no formula pertaining to research and service; however, faculty are encouraged to participate in these areas.

Queens: Nine contact hours or three 3-credit courses plus voluntary research and service.

Rhode Island: Teaching--up to 9 credit hours. Research & Publication--work in an area of expertise, & publication of at least one paper per year. Supervision of some student independent research if requested by student and of interest. Service--Commitment & output on a local, state, regional, and/or national level. NO FORMULA.

Rosary: Three 3-hour courses per academic year term. There is no formula for "service," but all faculty take responsibility for committees, etc. All are encouraged to participate in or direct short-term institutes or workshops for continuing education.

Rutgers: All full-time faculty members are expected to teach, to do research and publish, to be active in professional activities, and to participate in university and school committee work. The University standard faculty work load is the equivalent of eight 3-credit courses per academic year. (Four courses per semester.) At the library school a regular faculty member is expected to teach six 3-credit courses per academic year (three courses per semester) and to devote the equivalent time of two courses per academic year to research and service. The teaching load may be reduced for administrative assignments or special projects.

St. John's: There is no quantitative formula. Expectations include: Full (3 course) load per semester; Student advisement; Cooperation in monitoring independent research when necessary; Service on Divisional, University committees; Research: scholarly contribution, professional involvement.

Simmons: No formula. However to quote from guidelines for promotion: "Total professional, academic, and personal achievement should indicate strong potential for ultimately meeting criteria for the full professorship. There should be evidence of genuine commitment to professional self-development to a leadership role to be exercised through participation in professional activities, conduct and supervision of research, publication, consultant work, all of which should result in an excellence of teaching. While it is recognized that individuals will vary in the extent to which they utilize the several avenues of professional development, candidates for initial appointment should offer evidence of willingness and potential ability to contribute substantially in at least one area and at least minimally in others. It should be made clear prior to initial appointment that such activities represent a part of the working obligation of every full-time faculty member, and that demonstrable achievement will be required for retention and promotion to the tenured ranks." (Assistant Professor is not a tenurable rank.)

South Carolina: All faculty are evaluated in terms of teaching, research, professional activity, extra-classroom student contact, university service, and collegiality. No formulas are established and persons with high performance in one category may be low in others.

South Carolina (continued): Teaching and research are expected of all.

Southern California: Full time is defined as 16 semester hours per year. Research is expected. Sponsored research results in less course load.

Southern Connecticut: No formula is applied. Teaching and counseling time is fixed by contract. Teaching - 9 credit hours per semester. Counseling - 5 hours per week. Other time is flexible.

South Florida: Florida has a 12 hour faculty assignment law which means that each faculty member must have a minimum assignment of 12 hours per quarter for teaching or other responsibilities.

Syracuse: For the AY (2 semesters), faculty member time is divided into 8 parts: 2 parts administrative, committee work, etc.; 5 parts instruction, including advising; 1 part unfunded research, writing, professional work, community relations. Funded research usually negotiated on 1/8 or 1/4 time units so that time and salary can be adjusted to our formula.

Tennessee: 1) 3 courses 2 quarters, 2 courses the 3rd quarter. Continuous involvement in research and publication. 2) Evidence includes grants received, articles published, papers given. 3) Service on faculty and university committees is expected as is service in professional associations and work with practicing professionals to assist in their professional development. No formula exists but priority order of activities is teaching, research, service.

Texas: Minimum of 9 hours teaching per week plus research and service. No formula.

Texas Woman's: We do not have a formula--Nine hours are normally spent in class each week. Faculty generally asked to be available in offices an additional six hours weekly for counseling students. Research and service is measured in terms of productivity, not in hours expended.

Toronto: There is no formula with respect to allocation of time spent on teaching, research and service to the University. The average course load at the present time is two courses in one term and three in the other. All members of faculty are expected to engage in research and/or scholarly publishing. In addition, every member of faculty is expected to serve on one committee within the Faculty, encouraged to accept appointments to University committees and of course also expected to participate in the activities of professional associations.

Washington: No strict formula for School or University. Typically: Teaching - 7 courses/sections per academic year. It would be highly unusual during one quarter for a faculty member to have more than two different courses, and we are aiming toward decreasing to one the number of sections for most courses. Research - Starting in Autumn 1979, priority over all other activities is being given to funded research. For example, we will be decreasing the number of sections of a given course so that faculty will have more assignable time for research. For the last two years, promotion and merit without research have been very unusual. In the future, it is

Washington (continued): likely that funded research will have precedence. Public Service - Less & less emphasis on public service so that more time & thought can be given to funded research. In the past 2 yrs., individual faculty have been focusing on public service activities that are of major nat'l level impact & visibility; & the School's professional contin. ed. activities are now almost exclusively focused on high level, prestigious activities which involve advanced know-how of faculty and other members of the academic community to whom we can turn for assistance. Increasingly, the School is operating on the theory that other kinds of C.E. are the responsibility of State Library & professional associations.

Wayne: 10 hrs. teaching load per quarter. 30 hrs. for acad. yr. (3 quarters).

Western Michigan: Nine hours of teaching equals a full-time load at the graduate level. Release time for research and special projects may be given.

Western Ontario: No formula. Qualitative assessment. Teaching load approximately 2.7 courses per term. Third term off from teaching.

Wisconsin-Madison: A full-time faculty member is expected to be engaged in teaching, research, and service activities. We have no formula for expected percentages or emphases. In any given year a faculty member may emphasize one or another of these. Over the years, there should be a balance between teaching and research, with service coming in a somewhat distant third.

Wisconsin-Milwaukee: (1) 3 course (9 cr.) teaching load; (2) chair 1 standing committee, member 1 or 2 standing committees of the School; (3) University-wide committee or similar; (4) Student advising; (5) Student assistance in 990 (Fieldwork)/999 (Independent Reading).

Auburn: No!

Ball State: All full-time faculty members are expected to engage in teaching, research, and service. Each member's division of time is an individual matter. Research and service may be part of a faculty member's assigned load.

East Carolina: All three areas have been identified by our Chancellor as being important. Emphasis should be placed in priority order: Teaching, Creative activity (research), Service. No formula has been established.

Kutztown: Teaching - 12 S.H. or 4 courses. Office hours - 5 per week.

Mississippi: No formula. Full-time teaching load is 9 semester hours which includes off-campus teaching. Research productivity is expected. Type is left to the discretion of the individual. Service is a serious component of the workload.

Oklahoma State: 12 hr. teaching load, research, service. No formula, but required.

Sam Houston: The course load for the University is 4 courses or 12 semester hours. The course load for Library Science professors is 3 courses or nine semester hours.

Southern Mississippi: No formula. 1st priority-teaching-60%; 2nd priority-service-20%; 3rd priority-research-20%

Western Kentucky: Full-time faculty members teach 12 hours per semester. Research and service have no set formula.

Western Maryland: A full load is considered to be 12 semester hours of course work or the equivalent per semester.

Question #19 asked: "What number of courses (or classes) and what number of credit hours is considered to be a full teaching load for a faculty member during a typical semester, quarter, trimester, academic year, summer session, or other term?" Responses from AALS member and associate-member schools are given in the following table. As will be seen, the term "credit hours" apparently has different meanings in different institutions, e.g., UCLA has given the figure that in some institutions would be called "student contact hours."

From the following table, it appears that among the 63 ALA accredited programs responding to the questionnaire, the typical course load for those having a semester calendar is 3 three-hour courses each semester. In five schools, the load may be as high as 4 courses. In 17 of the schools on the ALA accredited list that have the semester plan, the typical course load is 2 in one semester and 3 in the other, for a total load for the academic year of 5 courses.

For ALA accredited programs on the quarter plan, the typical load is also 3 courses per quarter, although for 4 such schools the load is 2 courses per quarter

The following table suggests that AALS associate-member schools tend to have somewhat larger teaching loads than do those whose programs have been accredited by the ALA.

TABLE I-46: Typical Full-time Teaching Loads

	Semester		Quarter		Trimester		Academic Year		Summer Session		Other		
	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Notes
Alabama	3	9					6	18	2	6			(a)
Alabama A & M	3	90							2	60			
Albany	3	9					6	18	2	6			
Arizona	3	9											
Atlanta	3	9							3	9			
Brigham Young	3 or 4	16			3 or 4			16	2 or 3	6			(b)
British Columbia	2 to 4	6 to 12											
Buffalo	2-3	5 to 7					4 to 5	10-13	2	5-6			
California-Berkeley							5	15-20					
California-Los Angeles							6	240					
Case Western Reserve							5	15					
Catholic	3	9					6	18	2	6			(c)
Chicago			2	10									
Clarion	3	9 - 12					6	18-24		12			(d)
Columbia	3	9							2	6			
Dalhousie							5	15					
Denver			2 - 3	10					2 - 3	10			
Drexel			3	12									
Emory			2	10			6	30	2	10			
Florida State			3/3	9					2/3	6			
Geneseo	3	9					6	18	2	6			
Hawaii	3	6					5	15					
Illinois							5	20	2	6			
Indiana							5	15	2	6			
Iowa							5	15	2	6			

TABLE F-46: Typical Full-time Teaching Loads (continued)

	Semester		Quarter		Trimester		Academic Year		Summer Session		Other		
	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Notes
Kent	4	12					8	24					(e)
Kentucky	2 or 3	6 or 9					4/5	12/15	2	6			(f)
Long Island	4	12					8	24	2	6			
Louisiana	3	9					6	18	2	6			
Maryland							5	15	2	6			(g)
Michigan					3	6-9	6	12-18	2	4-6	2	4-6	(h)
Minnesota							5	20					
Missouri							5	15	2	6			
Montreal	4	12					8	24					
North Carolina	2 or 3	6 or 9					5	15					
North Carolina Central	3	9					6	18	2	6			
Northern Illinois	3	9					6	18	2	6			
North Texas	3	9					6	18	3	9			
Oklahoma	3-3	9											
Peabody	3	9					6	18	3	9			
Pittsburgh	3	9							2	6			
Pratt	3	9					6	18	2	6			
Queens	3	9					6	18	2	6			
Rhode Island	3	9							2	6			
Rosary	3	9											
Rutgers	3	9					6	18					(i)
St. John's	3	9					6	18	2	6			
Simmons	3	12											
South Carolina	3	9							2	6			
Southern California	2-3	9							2	6			

TABLE I-A6: Typical Full-time Teaching Loads (continued)

	Semester		Quarter		Trimester		Academic Year		Summer Session		Other		
	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Courses/ Classes	Credit Hours	Notes
Southern Connecticut	3	9							2	6			
South Florida			3	12			9	36	—	12			
Syracuse	2 or 3	6 or 9					5	15	2	6	[illegible]		
Tennessee			3	9	2	6							
Texas	3	9					6	18	2	6			
Texas Woman's	3	9					6	18	4	12			
Toronto	2-3	4-7											(7)
Washington	2 or 3	6 or 9					7	21	2	6			
Wayne			2	8+2					2	[illegible]			(8)
Western Michigan	3	9					6	27	2	6			
Western Ontario					2.7								
Wisconsin-Madison							5	15	2	6			
Wisconsin-Milwaukee	3	9					6	18	2	6			
Auburn			3	12									
Ball State			3	11-12					2	6-8			
East Carolina	3	9							2	6			
Kutztown	4	12							2	6			
Mississippi	3	9					6	18	2	6			
Oklahoma State	4	12							2	6			
Sam Houston	3	9					6	18	4	12			[illegible]
Southern Mississippi	3	9											
Western Kentucky	4	12					8	24	2	6			
Western Maryland	4	12							2	6			

It was assumed that all schools would report the typical course load for the academic year, but 20 left it blank. Notes have been copied where added by the schools.

(a) *Alabama*: Summer session: "For one 5-week summer term, or 12 credits for two such terms."

(b) *Brigham Young*: Summer session: "Spring or Summer Session."

(c) *Catholic*: "Teaching in summer session is optional. No one has to teach in summer unless they choose to do so."

(d) *Clarion*: "2 Summer sessions." For courses/classes the meaning is "preparations."

(e) *Kent*: "Classes may include multiple sections. Thus, one or two courses per semester, or three to four per academic year would be typical."

(f) *Kentucky*: Under academic year 4/5 and 12/15 mean "4 courses = 12 credit hours, 5 classes = 15 credit hours."

(g) *Maryland*: Summer teaching "optional."

(h) *Michigan*: Spring half-term entered under "Other." "Faculty may teach in Summer half-term or Spring half-term but not both for 2/9 of academic year salary."

(i) *Rutgers*: Summer "optional at extra pay."

(j) *Toronto*: "contact hours" substituted for credit hours.

(k) *Wayne*: "8 + 2 credit hours" explained as "directed study, etc."

(l) *Sam Houston*: figures under Summer represent "two summer sessions."

Question #20 asked: "Are two sections of the same course counted as equivalent to two different courses in computing faculty workload?" Among the 63 ALA accredited programs, 44 (70 percent) answered "yes," while 10 (16 percent) responded with a "no." Two schools noted that they had no sectional courses so the question did not apply. One school answered "usually" while another answered "not necessarily." The remaining five responded as follows: (1) "1 preparation; 6 credits," (2) "In the semester in which a faculty member teaches three classes, we try to assure that 2 of the 3 be sections of the same course, but this is not always possible"; (3) "could be but courses are not usually sectioned"; (4) "extra sections of one course are 50% of basic course each"; and (5) "This depends on the number of students involved."

Each of the 10 AALS associate-member schools answered "yes" to this question.

Question #21 asked whether student credit hours are taken into account in computing faculty teaching workloads. Of the 63 cooperating ALA accredited programs, only one failed to answer this question. Of the 62 responses, 52 were "no," or 84 percent. Among these 52, however, several indicated that, informally and over time, an effort is made to equalize burdens somewhat. One school indicated that introducing such a formula is "under consideration." Each of the 11 schools that answered "yes" added an explanatory note, as follows:

Atlanta: If there are 12 students in a class (each course in the school is a 3 semester hour course) the total number of credit hours is 36.

Brigham Young: We have a formula which considers (a) number of different preparations, (b) class credit hours, and (c) student credit hours for computing the teaching load. We use it to equalize out teaching assignments. Its use is new and is still experimental.

California-Los Angeles: Twenty to twenty-five students is regarded as a full course. Fifty to sixty students as two courses. Between 25 and 50 is moot.

Florida State: Partly. If classes are large in basic courses they are sectioned.

Michigan: Yes, over the long-run, depending upon our ability to hire an extra instructor to divide an especially large class. In instances where faculty have had large classes during the academic year, their teaching load has been reduced in a half-term.

North Carolina Central: 1 semester hour times the number of students equals number of contact hours. Should this number equal 16, a faculty member may be considered to have an equivalent of 1 credit hour.

Pittsburgh: Statistics on teaching load are compiled annually.

South Florida: To some extent.

Wayne: A large section may balance an unusually small section.

Western Ontario: Total number of course registrants divided by number of faculty is used as a "rule of thumb" for determining normal load.

Wisconsin-Madison: We try to take into account the probable class size. We try not to have any faculty member with all large classes or all small classes. No rigid formula is used though.

Of the 10 responses from AALS associate-member schools, 7 answered "no." Auburn noted that student credit hours are counted "only in terms of departmental load" while Western Kentucky stated: "used for independent study classes and classes having below six students."

Question #22 asked: "Under what circumstances is a faculty member's teaching load reduced to provide additional time for administrative responsibilities, research (funded or unfunded), service to the profession or the university, or for a special assignment such as directing the school's self-study?" The answers as reproduced on the following pages reveal that in nearly all schools a mechanism exists by which adjustments in teaching loads can be made, but in relatively few is there a formula for this purpose. In many schools such a reduction can be negotiated between the faculty member and the library school dean or director. The schools' varying answers to this question follow:

Alabama: No formula. An informal contract is established each year with each faculty member. This contract may include released time for research or service and the faculty member's annual review is then based upon how well s/he fulfills the contract.

Alabama A & M: At discretion of school Dean. It depends on the task assumed, no University-wide formula.

Albany: No formula.

Arizona: No set formula - negotiated on individual's proposed project and needs of the school.

Atlanta: Faculty teaching loads are reduced to provide additional time usually for the following reasons: administrative responsibility such as managing a special project or grant, research, or directing a self-study such as the COA Self-Study or a self-study for the Southern Association of Colleges and Schools.

Brigham Young: This is done within our stewardship program (similar to MBO). If a teacher asks for a reduced teaching load for research, we try to accommodate him/her if we can.

British Columbia: No answer given to this question.

Buffalo: No formula but negotiated by Dean with the individual faculty member.

California-Berkeley: No formula. Unusual. At Dean's discretion.

California-Los Angeles: No formula. Subject to negotiation with Dean and with other faculty.

Case Western Reserve: Reductions as specified here are granted by the Dean upon the recommendation of the committee on Faculty Affairs. In the case of the Assistant Dean, time schedule and salary are determined in accordance with University guidelines.

Catholic: At the discretion of the Chairman and Dean; no fixed formula.

Chicago: No formula - each case decided by Dean on its merits.

Clarion: 1. As department chairpersons, workload equivalents are 1-9 faculty 25% equivalent; 10 or over 50% equivalent. 2. As service to profession or special assignment - 25% equivalent.

Columbia: Only if a funded grant pays for course relief.

Dalhousie: There is no formula for this purpose. Each case is decided individually, depending upon the circumstances. Under the Collective Agreement there will be an exchange of letters between the director and each Faculty member spelling out each individual's workload which will include some of the items listed here.

Denver: No formula. Faculty with administrative or major research have reduced teaching load.

Drexel: Faculty load is computed on the basis of "twelfths" with a full-time teaching load equated with 12 credit hours (9 contact hours) per term. The load may be reduced for a variety of reasons: 1. Funded research; 2. Administrative assignment (i.e., lab supervision); 3. Dean has an allocation of load reduction twelfths which he can assign for special purposes. Note that normal research and service activities expected of all faculty are not reasons for load reductions.

Emory: No set formula, but definitely considered and allowed for when possible.

Florida State: a) Special committee assignments. b) Overload in 1 qtr. balanced by underload in other terms.

Geneseo: Faculty members serve as Assistant Dean on an annually rotating basis. During his/her term as Assistant Dean, the Faculty member has a reduced workload of 6 credit hours.

Hawaii: Reduction of teaching load by one course is provided as often as curricular requirements permit. Factors as mentioned above are considered in the attempt to make an equitable allotment of the release time.

Illinois: Negotiable according to need and availability. No formula has been established.

Indiana: Again, we have no formula which are applied. There are, however, three examples of reduced teaching load which may be cited. The Dean teaches one course a semester, the Associate Dean two or one, and the Director of the Research Center two or one in recognition of their administrative responsibilities.

Iowa: The Director's major time is spent in administrative responsibilities.

Kent: If a piece of research (whether funded or unfunded) is actually under way. We do not have a true formula. A major project would carry more load reduction. We are considering reduction in load for development of research proposals.

Kentucky: First, ability of College to meet instructional obligations. Secondly, proposal is negotiated between Dean and faculty member.

Long Island: Released time and/or stipend available for administrative responsibilities, research, etc. No formula. Also released time for full professors before Sept. 1, 1974.

Louisiana: There is no formula. Faculty member petitions dean who, if she concurs petitions approval from the dean of the Graduate School.

Maryland: The arrangement is ad hoc. The governing body of the College may request the dean to undertake some administrative responsibility and a faculty member will have a reduced course load. Funded research can reduce course load by providing funds for adjunct instructors. Major campus service is funded by the Administration.

Michigan: We have no formula, but on a number of occasions the dean had reduced an individual's teaching load for a special assignment.

Minnesota: Any of the above items (administration, research, service) if particularly heavy may influence a faculty member's teaching load. In general, however, additional responsibilities are carried without reduction of teaching assignments.

Missouri: On the basis of a funded research project or a specific proposal for such reduction submitted to the Dean.

Montreal: Teaching is reduced for special assignment such as Program Committee member (Program Reform). The Director may give 1, or 2 courses out of 4, or none at all. For funded research.

North Carolina: We have no formulas but the coordinator of our twelve

North Carolina (continued): hour integrated core receives a one-course release for the fall term. We would automatically reduce the load for a faculty member chairing a COA Self-Study but not for other major committee assignments. Both the Dean and Assistant Dean teach an equivalent of 30 - 40% -- both by choice.

North Carolina Central: This is done at the discretion of the Dean upon approval of the Chancellor.

Northern Illinois: There is no formula for reduction of faculty load. Reduction is dependent on circumstances and need. Prior to my assumption as chairperson, one faculty member was relieved of one course to help administer the department for two academic semesters. Reduction of load is possible if the faculty member is on a research grant and funds are allocated for substitute faculty.

North Texas: Teaching load adjustments are routinely made if funded research provides for salary. Other teaching load adjustments for special assignments and administrative duties may be arranged according to "credits" allocated for this purpose each semester by the Vice President for Academic Affairs.

Oklahoma: There is no formula. Matters are negotiated on the basis of productivity.

Peabody: No formula, but a faculty member teaching load can be reduced for occasional special responsibilities.

Pittsburgh: No formula and no recent experience with a self-study. Administrators teach only 1-2 courses per 12 month period. Those on research grants have teaching load reduced in accordance with work load stated in research application.

Pratt: A reduced teaching load in the form of equivalent contact hours may be made for unusually heavy non-teaching assignments, creative work and other academic or professionally related activities consistent with the goals of the Institute.

Queens: No formula; at discretion of Director. Usually no more than one-course reduction.

Rhode Island: At the dean's discretion.

Rosary: The admissions director in 1978-79 had a 1/6 teaching load reduction and was paid for two additional months.

Rutgers: Four faculty members with responsibility for coordination of course work in curriculum areas and for student advising have their teaching load reduced by 1 course per year. The deans, the director of the doctoral program, and the director of professional development program usually teach 1 course per semester. A faculty member with a research grant is given a reduced load to the extent that the grant provides funds for employment of a replacement. Reduced time for special projects is handled on an ad-hoc basis.

St. John's: Most commonly, one course reduction is offered. Example: Directing self-study, Conducting major annual meeting. As a rule, not for service outside the University.

Simmons: No formula. Considered on ad-hoc basis. Some faculty have

Simmons (continued): reduced teaching loads due to research activities and others due to administrative responsibilities.

South Carolina: One faculty member has a 1/2 time reduction to serve as bibliographer and supervise learning laboratories. One faculty member has a 1/3 time reduction to serve as Coordinator of School Media Programs. One faculty member has a 1/3 time reduction to work on a research program. Coordinator of our Foundation courses receives a 1/3 reduction. All reductions are approved by the dean.

Southern California: All of the above. Approval of the Dean.

Southern Connecticut: Justification of need required, examples: Department Chairperson (Per Board of Trustees - A.A.U.P. contract) - 6 credits per semester; Coordinator of Admissions - 3 credits/semester; Bibliographer - 3 credits/semester.

South Florida: This depends on special needs and programs, such as development of a new course or courses.

Syracuse: No formula. (For the AY (2 semesters), faculty member time divided into 8 parts: 2 parts administrative, committee work, etc.; 5 parts instruction, including advising; 1 part unfunded research, writing, professional work, community relations. Funded research usually negotiated on 1/8 or 1/4 time units so that time and salary can be adjusted to our formula.) Special needs (e.g., new course preparation, extensive professional commitments, unusual committee assignment, etc.).

Tennessee: If a faculty member receives a grant or contract that requires a percentage of his/her time, the teaching load is reduced. A reduced load for special circumstances may be negotiated.

Texas: Routinely 1/3 time for assistant dean in fall and spring (half time in summer) and 1/3 time for graduate adviser in fall and spring (half time in summer). Other instances at discretion of dean to minimum load of six graduate credit hours, in fall and spring. Below six graduate credit hours only with approval of University President.

Texas Woman's: The Associate Director teaches a reduced load (one less course each semester). Funded research which pays the faculty member's salary or a portion thereof allows for reduction. There is no policy for special assignments. Each request is reviewed separately and would have to represent an extremely important priority for the Library School or the University since faculty work loads are quite rigidly defined by the Texas Coordinating Board.

Toronto: There is no formula for such adjustments. When possible a reduced teaching load is arranged for faculty who are heavily engaged in research. Released time for research would be given the first priority. In the past, reduced teaching loads have been arranged for members of faculty who took on the responsibility of president of the Canadian Library Association. When possible, adjustments for faculty with heavy administrative responsibilities are also made.

Washington: No formula. Only the Assoc. Director and Director have specifically identified time for administration. The Assoc. Director position ranges from 1/3 to 1/2 time (the difference resulting

Washington (continued): from necessary course obligations); the Director's record shows between 40-70% of time devoted to administration. This is his first priority of responsibility. The School is experimenting with a constraint model which we identify as Faculty Review Evaluation & Development project (FRED). It is too early to report on this project, but essentially the model calls for matching individual career objectives, objectives of the School of Librarianship and objectives of the University. Where these clearly coincide, merit, promotion and other rewards flow (when available!). Where they do not coincide, each faculty member may make a decision as to whether s/he wishes to reconsider her/his own career objectives. The major goal of the UW is funded research, and many of the statements in this report stem from that fact.

Wayne: No formula.

Western Michigan: Very little reduced load time is available. It supported by research, money from the University/federal grants etc. can provide substitute faculty.

Western Ontario: No formula.

Wisconsin-Madison: We have no formula. This is all done on a "negotiated," or "what's best for the school" basis. The Director has a lighter teaching load. Anyone can get outside research funds to "buy" a lighter load. Sometimes we can justify a lighter load for someone with a major writing project. By and large, it is up to the Director and the individual, based on what seems necessary and equitable.

Wisconsin-Milwaukee: Rotating basis.

Auburn: No formula but faculty are given time to perform research - two have 1/3 time off this quarter.

Ball State: Faculty members' load adjustment to provide time for administrative responsibilities, research and service is dependent upon administrative recognition of departmental needs and faculty requests. There is no formula for this purpose.

East Carolina: Advising students. Research. No formula.

Kutztown: Only for administrative responsibilities - dependent on number of full-time faculty.

Mississippi: No formula. However, a serious research project which may come to fruition as a major publication or report will warrant released time during a semester or compensatory time during the next semester if scheduling preceeded the project to such an extent as to prevent current compensation.

Oklahoma State: Proposal to research unit of college.

Sam Houston: A 3-page "Faculty-Workload Policy, adopted by the Board of Regents for the Texas State University System" was supplied--too long to reproduce here.

Southern Mississippi: For all of the above reasons, teaching loads may be reduced to 6 hours per term. No formula.

Western Kentucky: Faculty members have received reduced loads for re-

Western Kentucky (continued): search, editing state library bulletin, and for self-study. Ten percent of total workload for all faculty members may be used for the above.

Western Maryland: The school is lenient in granting released time for any aspect (as described) which will improve the program. There is no set formula.

Question #23 appeared on the questionnaire as follows: "Are independent study courses (in which a student reads or does research under a faculty member's supervision), internships (in which a faculty member monitors a student's work for academic credit in a library), and service on a master's or doctoral dissertation committee considered as part of the normal teaching load, or, for example, is one's normal teaching load reduced to provide time for these activities?"

Unfortunately the wording of this question, containing an example, makes interpretation impossible for the answers "yes" and "no" as provided by a number of schools. Since many schools gave a detailed answer, however, it can be observed that in most library schools, supervision of students doing independent study and serving on dissertation committees appear to be considered as part of a faculty member's normal instructional obligations. Several schools made a distinction between these activities and the directing of practica and internships. If the latter are concentrated in the hands of one faculty member, they are frequently equated to a course. Because of the faulty wording of this question, further analysis of the responses is not possible.

The final question under faculty (#24) was: "How are faculty in your school "rewarded" for obtaining research grants, being elected to prestigious offices in professional associations, or publishing important articles and books? (Examples: merit increases, promotions, reduced teaching load, additional staff support, etc.)"

The responses from nearly all of the cooperating schools should constitute interesting reading for the individual about to enter a career in library education. While the emphasis varies from school to school, the message comes through clearly that unless one becomes involved in productive research and publication, the rewards vital to one's advancement will not be forthcoming in most library schools. It will be noted that schools are somewhat divided on the awards that faculty can expect from holding prestigious offices in professional associations.

Alabama: In varying degrees, all of the above rewards are employed.

Alabama A & M: Promotions, reduced teaching loads.

Albany: Merit increases, reduced teaching load, additional staff support, promotions, subsidization of travel expenses.

Arizona: Varies by type of project, but all rewards cited above have been received by faculty who engage in outside activities.

Atlanta: All of these activities are encouraged and are publicized and taken into consideration for merit salary raises.

Brigham Young: They are considered when promotions in rank applications

Brigham Young (continued): are evaluated. They also are used in setting merit salary increases.

British Columbia: Merit increases - in those years in which University has any to distribute. Promotion.

Buffalo: All of the examples given above.

California-Berkeley: Incorporated in merit/promotion/tenure reviews.

California-Los Angeles: They aren't. They receive no additional compensation, reduced workload, or staff assistance (beyond that provided by the grant). These are all expected activities for productive faculty and are recognized in personnel actions with respect to merit increases and promotions.

Case Western Reserve: Funded research, like not funded major work constitutes a special contribution resulting in consideration for merit increases. The other items listed are activities required of all University faculty: teaching, research, publications, service. Organizational activity above does not count in this respect.

Catholic: For obtaining research grants, small amount of additional salary, and additional staff support. For publishing, promotions and tenure.

Chicago: Merit increase; promotion.

Clarion: Procedure for promoting established by the bargaining unit includes evaluation of such activities as listed above.

Columbia: No.

Dalhousie: Merit increases and appropriate consideration for promotion and tenure.

Denver: Annual merit increases and improved potential for promotion.

Drexel: There is no simple answer to this. Performance obviously has an impact on promotions, or percentage of salary increase, etc. Success in research and publication is essential to promotion. Professional activity is nice but not necessary.

Emory: Recognition made through merit increases and the reward of projecting a strengthened candidacy for promotion and tenure. Reduced teaching load and needed staff support are provided if at all feasible to assist faculty in research or major association work.

Florida State: Reduced load for prestigious offices. Increased travel funds for prestigious offices. Occasionally, additional support staff assistance.

Geneseo: Merit increases, promotions and additional staff support. Preference in the awarding of compensation for travel expenses. Free computer time and access to data bases. Publicity within and outside the College.

Hawaii: No response given to this question.

Illinois: A research grant will result in a reduced teaching load. Research and publication lead to salary increases and contribute to promotion and tenure. Professional activities are expected (indeed, Illinois (continued): assumed) but are less important in determining workload or salary.

Indiana: As indicated above, faculty are evaluated in three categories at Indiana University; research, teaching, and service. It is almost impossible to obtain promotion without some research productivity, and impossible to achieve tenure without performance in all three areas. These are the rewards offered, because, again as indicated above, the amounts of money budgeted for salary increases in recent years has been insufficient to keep up with inflation, let alone constitute a form of "merit" reward.

Iowa: Additional support staff is available when needed.

Kent: Merit increases are used in this way. Over the longer term, promotions also reflect such things. Reductions in teaching load are based on work now in progress rather than a "reward" for past achievements.

Kentucky: All of the above examples of rewards may be given and are taken into account during the annual performance review.

Long Island: No formula for this but helpful in evaluations for promotion and tenure.

Louisiana: Merit increases, promotion if applicable and redistribution of student worker hours to support faculty effort. The attainment of research grants and publication take precedence in awarding of merit increases and promotions over election to prestigious offices in professional associations.

Maryland: (1) Merit increases (which average 2% - 3% per year); (2) Grants often contain funds for Graduate Assistants; (3) Graduate Assistants are sometimes assigned to faculty doing unfunded research, course development, or major publishing.

Michigan: Yes. Because all salary improvements are made on a merit basis, for example, this is a common basis for rewarding a faculty member. In the current year, salary improvements varied from 7.2 percent to 10.4 percent. Reduction of teaching load and provision of a student assistant is another method the dean has used to reward faculty for their contributions. And promotions are based to a considerable degree on faculty accomplishments of this nature.

Minnesota: Merit increases are the major form of reward "controlled" by the department. The School may make recommendations to its administrative college for promotion but in this situation the college is the ultimate arbiter.

Missouri: Merit increases.

Montreal: It is usually rewarded only for promotions. Eventually one can negotiate a merit increase but it is accepted at the discretion of the authorities.

North Carolina: Our tenure and promotion policies take all of these factors into consideration when determining whether or not a person should be awarded tenure and/or promoted. Generally, we expect a person to be excellent in two of the three categories (teaching, research, and public service) but the heaviest score here is for

North Carolina (continued): research and writing. Merit increases in salary are an administrative decision, not connected to tenure and promotion, but the total load of a given faculty member and his or her service to the School are considered in the modest amount of merit money we've had available these last four or five years.

North Carolina Central: Rewards depend on the nature or extent of importance or complexity of the activities. 1. Merit increase; 2. Promotions; 3. Reduction in teaching load are the usual rewards. These rewards are based on peer evaluation of the activities.

Northern Illinois: Merit increases.

North Texas: The basic reward mechanism is through merit increases, promotions and tenure. Reduced teaching loads are provided according to the terms of individual research grants.

Oklahoma: Merit increases, Reduced teaching, Summer teaching, Money for travel, Staff support.

Peabody: Most rewards take the form of merit raises, promotions, and, when appropriate, tenure. Very productive scholars are sometimes given reduced teaching loads.

Pittsburgh: Rewards: merit increases, promotion, reduced load. Additional staff provided only if covered in grant.

Pratt: Such things would play an important role in the promotion process.

Queens: Evidence in support of reappointment and promotion recommendations.

Rhode Island: Research grants carry with them overhead money generally, which the individual can use in travel, student assistance, phone, mailing, etc. Service & research are part of the ordinary expected work of the faculty member, and are used to determine merit increases, promotions, reduced loads, additional support time, tenure, special incentives provided through university policies (sabbaticals with replacements, summer grants, etc.).

Rosary: Rewarded by promotion.

Rutgers: Research accomplishments, publication, and participation in the work of professional associations are all considerations in the promotion review process and in consideration for merit increases. Such activity is subject to peer review and evaluation as part of the promotion process. Reduced teaching loads or additional staff support is given to the extent that research grant funds are provided to cover the cost of replacement faculty or additional staff. In special cases a reduced teaching load or extra staff support can be arranged on an ad hoc basis.

St. John's: Staff support is generous, i.e., use of clerical staff and assistants encouraged in such activities. Additional help from typing pools, work-study students is available ad hoc. Same is taken into account in bids for promotion. Merit increases are not provided.

Simmons: Reduced teaching loads, additional support staff, or other "re-

Simmons (continued): wards" based on the demands of the situation.

South Carolina: Retention, Merit increases, Promotions, Tenure, Reduced loads (if compensated in a grant).

Southern California: All of the above.

Southern Connecticut: No specific reward system is used. However, rewards are common: Promotion may follow a significant accomplishment. Support staff and/or reduced teaching load may be provided where the need is justified. An award is made each year (by the College) for the most significant publication (plaque and a money award).

South Florida: Merit increases and granting promotion or tenure.

Syracuse: "Rewards" come in many sizes, shapes, and degrees of subtlety. Since all our faculty are active in obtaining research funding, in being elected to prestigious offices, and in writing significant books and papers, this is a form of expected behavior. The "reward" system does operate, however.

Tennessee: 1) Merit increases as part of annual increase. 2) These are part of the criteria for promotion.

Texas: These accomplishments are factors considered in merit increases, promotions, and requests for additional staff support.

Texas Woman's: Merit increases and promotion are the principal sources of recognition.

Toronto: The reward system at the University of Toronto is similar to that of other major North American universities. Since excellence of research and publishing along with excellence in teaching are the principal criteria for promotion and tenure decisions, these are the real rewards for these activities. The holding of prestigious offices carries little weight in such decisions and are rewarded with reduced teaching loads and increased support staff. Merit increases are also intended to be used in rewarding research and publication.

Washington: Perhaps as with other universities, this is in a process of change. A more rigid review process has been established in the last two or three years, not so much by the School of Librarianship as by our immediate boss, the Dean of the Graduate School. For the first time in years, faculty recommendations for promotion and tenure have been turned down or modified. The faculty has spent an enormous amount of thought and effort in the last two years designing a new curriculum and preparing for our new two-year program leading to the Master of Librarianship. An honest answer to this question lies more in the future than in the past. Mention was made in answering question #18 of F.R.E.D. The process of applying and evaluating this process is now under way.

Wayne: These factors are considered for merit increases, promotion, reduced teaching loads, etc.

Western Michigan: Merit bonuses; Promotions, occasionally; Staff support where possible (not much financial flexibility here).

Western Ontario: Merit increases.

Wisconsin-Madison: These kinds of things are expected of tenure-track faculty members at our school. They are part of the criteria for merit raise and promotion considerations. They do not automatically result in increased support staff or reduced teaching loads; however, a productive faculty member who asks for special support for a project has a better chance of success than one who has not produced.

Wisconsin-Milwaukee: Merit increases, reduced teaching load, and/or additional staff support.

Auburn: Promotion, graduate faculty, tenure & merit increases.

Ball State: 1. Reduced teaching load; 2. Additional staff support, if requested.

East Carolina: Published research has resulted in merit increases.

Kutztown: Nothing directly. There are some indirect rewards.

Mississippi: Merit increases, consideration at promotion time, additional staff support.

Oklahoma State: Merit increases, Promotions, Research release time.

Sam Houston: No response given to this question.

Southern Mississippi: (1) merit increases, (2) reduced teaching load, (3) may be used to justify promotion.

Western Kentucky: Merit increases, promotions, and additional staff support.

Western Maryland: Recognition is given for an honor received by faculty. Promotions are given, to a large part, based on special recognition a/o service, performance beyond campus duties. Publications are rewarded with special medals and recognition at convocation. Research grants, prestigious official positions in professional organizations, presentations, etc. are recognized in campus publications. To my knowledge, none has resulted in additional staff or reduced teaching load.

STUDENTS

by

Carol L. Learmont

The student survey requested information in four areas:

Enrollment including enrollment by program and sex, number of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. All based on official enrollment in Fall term 1979. (Tables II-1 through II-3)

Profile of the student body by program levels including number of students by sex and ethnic origin, number of in-state/province and out-of-state/province and foreign students enrolled, countries of origin and number of foreign students, number of students by age and sex and highest previous degree held, and by undergraduate majors. All based on official enrollment in Fall term 1979. (Tables II-4 through II-10)

Financial including scholarships and assistantships awarded by amounts, sex, and program levels for the fiscal year 1978-79; and the tuition and fee cost of full-time programs based on fees as of January 1, 1980. (Tables II-11 through II-13)

Placement including 5 general questions on professional positions, salaries, and counseling services based on information available as of November 15, 1979.

The Student section of the AALS questionnaire is a long one and although most of the information requested is available in various student records, it is clear that gathering it together in usable form was not easy. There were many errors in simple arithmetic in the tables. As much cross-checking as time permitted was done to increase the accuracy of the work. Barring typographical errors and some corrections, all of the figures are shown in the tables as submitted.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall term, 1979. These figures are the same as those requested in the Annual Report for Continuing Review: ALA Committee on Accreditation. Sixty-three of the sixty-seven member schools responded as did eleven of the associate members. Schools were requested to report the number of students enrolled in the various programs offered using the parent institution's method for computing student Full-Time Equivalents (FTE's). If such a formula was not available the suggested formula to use was the following: consider a student full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is twelve courses in four quarters, a student carrying three courses during the quarter should be counted as 1.00 FTE; a student carrying two courses during the quarter should be counted a 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload count as only 1.00 FTE.

The Master's program included only those students who were working toward a master's degree in librarianship on or off campus. The Post-Master's program included only those students who were working toward a post-master's degree or certificate in librarianship on or off campus. The Doctoral program included only those students who were working toward a doctoral degree in librarianship on or off campus. The category of Other Graduate Students included those students taking library science courses as cognate or service courses or for professional development on or off campus. The category of Undergraduate included students taking library science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate the FTE enrollment in off-campus courses based on their total FTE enrollment. This information is listed in the last column of Table II-1 on the pages entitled Total campus enrollments with a range of 1.5 to 132 FTEs. The median was between 19 and 18.75 FTEs. Five associate members reported off-campus enrollment with a range of 3.83 to 49 FTEs. The median was 12 FTEs.

TABLE II-1-a. Summary - Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	# Schools Reporting	Men F/T	Women F/T	Total	Men P/T	Women P/T	Total FTE	Total # Students	Total FTE
Masters	63	864	2862	3726	845	[illegible]	2507.88	4128	6233.69
Post Masters	35	9	36	45		395	99.80	252*	144.80
Doctoral	25	93	109	202	236	[illegible]	110.17	518	312.17
Other Grads	19	11	15	26	237	[illegible]	368.76	1114*	394.76
Undergrads	32	38	178	216	166	908	275.88	1290*	491.88
Total	63	1015	3200	4215	1419	[illegible]		12394	

* includes students not accounted for in the FTE count

TABLE II-1-b. Summary - Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	# Schools Reporting	Men F/T	Women F/T	Total	Men P/T	Women P/T	Total P/T FTE	Total # Students	Total FTE
Masters	11	15	61	76	[illegible]	390	[illegible]	613*	239.68
Post Masters	2	0	0	0	1	11	[illegible]	12*	2.77
Doctoral	2	5	3	8	[illegible]	12	[illegible]	29*	4.25
Other Grads	3	1	1	2	35	[illegible]	[illegible]	132*	[illegible]
Undergrads	7	17	97	114	67	415	136.04	596	250.04
Total	11	38	162	200	124	1048		1392	

* includes students not accounted for in the FTE count

TABLE II-1-c. Member Schools — Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Master's								
	Part-Time			Full-Time						Part-Time			Full-Time					
				Men		Women		Total					Men		Women		Total	
	Men	Women	Total	#	FTE	#	FTE		Total FTE	Men	Women	Total	#	FTE	#	FTE		Total FTE
[illegible]	[illegible]	83	[illegible]	40	[illegible]	26	[illegible]	[illegible]	[illegible]	[illegible]				50	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	27.67									
Albany	16	[illegible]	[illegible]	[illegible]	[illegible]	84	[illegible]	[illegible]	[illegible]					[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Alberta																		
Arizona	13	56	69	10	4.80	31	13.10	17.90	86.90	0	0	0	0	0	1	.3	.3	.3
Atlanta	11	21	32	1	.34	10	5	5.34	37.34	0	1	1	1	.34	3	1.66	2	3
Brigham Young	3	2	5	20	11.75	51	21.92	33.67	38.67									
British Columbia	36	86	122	2	1.33			1.33	123.33	0	0	0	0	0	1	.67	.67	.67
Buffalo	30	51	81	18	6.50	57	30	36.50	117.50									
Berkeley	28	72	100	15	10.50	41	26.75	37.25	137.25	2	10	12	1	1	[illegible]	1.25	2.25	14.25
Los Angeles	33	89	122	0	0	3	.67	.67	122.67	0	2	2	0	0	0	0	0	2
Case Western	27	58	85	18	6	53	14.50	20.50	105.50									
Catholic	10	28	38	61	28	234	114	142	180	0	0	0	7	3	59	18	21	21
Chicago	16	24	40	9	4.33	18	9.67	14	54	1	1	2	0	0	1	.33	.33	2.33
Clarion	3	9	12	2	1.33	13	5.33	6.66	18.66									
Columbia	19	59	78	24	11.25	63	30.50	41.75	119.75	0	2	2	4	1.25	7	[illegible]	3.75	5.75
Dalhousie	9	51	60	0	0	3	1	1	61									
Denver	14	35	49	17	10	97	67.50	77.50	126.50	1	4	5	0	0	[illegible]	1.50	1.50	6.50
Drexel	10	56	66	19	20	153	83	103	157	0	0	0	1	.67	[illegible]	[illegible]	1.33	1.33
Emory	7	31	38	2	.83	18	7.50	8.33	46.33	0	0	0	0	0	8	3.75	3.75	3.75

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduate								
	Full-time			Part-time						Full-time			Part-time					
	Men	Women	Total	Men		Women		Total	Total	Men	Women	Total	Men		Women		Total	Total
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama													4	[illegible]	55	17	19	19
Alabama A & M																		
Albany										0	0	0	3	1.25	19	6.52	8.17	8.17
Alberta																		
Arizona	0	0	0	0	0	1	.3	.3	.3									
Atlanta										0	0	0	0	0	2	.66	.66	.66
Brigham Young										0	0	0	6	2.91	14	3.75	6.66	6.66
British Columbia																		
Buffalo										1	1	2	1	.50	13	3.30	3.80	5.80
Berkeley	9	8	17	1	.25	0	0	.25	17.25									
Los Angeles	5	1	6	0	0	0	0	0	6									
Case Western	6	11	17	15	8.10	9	1.90	10	27									
Catholic										0	0	0	1	.30	9	4.30	4.60	4.60
Chicago	0	4	4	0	0	4	1.67	1.67	5.67	0	0	0	1	.33	1	.33	.67	.67
Clarion										0	0	0	[illegible]	1.33	2	.67	2	2
Columbia	3	7	10	18	5.0	36	11.75	16.75	26.75	0	0	0	2	.50	4	1	1.50	1.50
Dalhousie										0	0	0	0	0	3	.75	.75	.75
Denver										0	2	2	0	0	11	5	5	7
Drexel	0	2	2	8	3	11	5	8	10	0	0	0	2	1.33	2	.33	1.67	1.67
Emory										1	0	1	0	0	5	2	2	3

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Undergraduate

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	M	W	Total	#	FTE	#	FTE		
Alabama	0	0	0	27	7	25	6	[illegible]	13
Alabama A & M	0	[illegible]	0	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Albany	0	0	0	12	2.67	15	7	9.67	[illegible]
Alberta									
Arizona	0	0	0	15	2.90	105	21	[illegible]	23.90
Atlanta									
Brigham Young	0	0	0	30	2.40	71	7.66	10.06	10.06
British Columbia									
Buffalo									
Berkeley									
Los Angeles									
Case Western									
Catholic									
Chicago									
Clarion	0	8	8	1	.25	53	17.50	17.75	25.75
Columbia									
Dalhousie									
Denver									
Drexel									
Emory									

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Total Enrollment of All Programs

	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
				Men		Women				
	M	W	Total	#	FTE	#	FTE	Total		
Alabama	7	31	38	43	14.66	119	43.33	58	96	17.50
Alabama A & M	4	5	9	9	3	75	25	38	37	None
Albany	16	57	73	32	13.47	146	56.59	70.06	143.06	1.50
Alberta										
Arizona	13	56	69	25	7.7	138	34.7	42.4	111.4	None
Atlanta	11	22	33	2	.66	15	7.34	8	41	None
Brigham Young	3	2	5	56	17.06	136	33.33	50.39	55.39	14.50
British Columbia	36	86	122	2	1.33	1	.67	2	124	
Buffalo	31	52	83	19	7	70	33.30	40.30	123.30	None
Berkeley	39	90	129	18	11.75	43	28	39.75	168.75	None
Los Angeles	38	92	130	0	0	3	.67	130.67	2	1.32
Case Western	33	69	102	33	14.1	62	16.4	30.5	132.5	
Catholic	10	28	38	69	31.30	292	136.30	167.60	205.60	53.30
Chicago	17	29	46	10	4.67	24	12	16.67	62.67	
Clarion	3	17	20	7	2.83	68	23.40	26.42	46.42	None
Columbia	22	68	90	48	18	110	45.75	63.75	153.75	None
Dalhousie	9	51	60	0	0	6	1.75	1.75	61.75	None
Denver	15	41	56	17	10	110	74	84	140	
Drexel	10	46	56	50	25	168	89	114	170	None
Emory	8	31	29	2	.83	31	13.25	41.06	51.08	None

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	[illegible]									[illegible]								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
				Men		Women		Total					Men		Women		Total	
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE		
Emporia Kansas																		
Florida State	21	70	91	7	3.70	59	30.94	34.64	125.64	0	4	4	0	0	2	5.34	1.34	5.34
Genesee	9	29	38	10	4.30	79	35	39.30	77.30	0	0	0	0	0	1	.30	.30	.30
Hawaii	3	20	23	7	4.20	51	28.70	32.90	55.90									
Illinois	14	80	94	6	3	30	15	18	112	2	2	4	4	2	10	5	7	11
Indiana	15	60	75	15	7.75	64	31.50	39.25	114.25	0	0	0	3	1.15	12	3.15	4.30	4.30
Iowa	9	43	52	6	1.67	12	5.44	7.11	59.11									
Kent	9	36	45	[illegible]	7	181	52	59	104	0	0	0	1	.80	[illegible]	[illegible]	[illegible]	.80
Kentucky	16	49	65	[illegible]	1.36	51	17.34	18.70	83.70	0	0	0	0	0	1	.34	[illegible]	.34
Long Island	4	15	19	[illegible]	14.25	172	73.75	88	107	0	1	1	2	.75	2	1	1.75	[illegible]
Louisiana		50	55	3	1.67	52	22.33	24	79									
Maryland	27	88	115	12	8	118	78.70	86.70	201.70									
McGill																		
Michigan	20	67	87	23	12.40	165	76.40	88.80	175.80									
Minnesota	3	43	46	19	9.50	70	35	44.50	90.50	0	0	[illegible]	0	0	3	[illegible]	[illegible]	[illegible]
Missouri	7	36	43	10	6	37	12	47	90									
Montreal	50	97	147	10	3.33	12	4	7.33	154.33									
North Carolina	32	84	116	8	4.50	40	18.25	22.75	138.75									
North Carolina	6	19	25	2	1.25	25	15.50	16.75	41.75									
North Illinois	3	6	9	1	.25	38	14.66	14.91	23.91									

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TABLE II-1-c.

Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduate								
	Full-time			Part-time				Total	Total	Full-time			Part-time				Total	Total
	Men	Women	Total	Men		Women				Men	Women	Total	Men		Women			
				#	FTE	#	FTE						#	FTE	#	FTE		
Emporia Kansas																		
Florida State	7	6	13	3	1.34	2	.68	2.02	15.02	0	3	3	0	0	0	0	0	3
Geneseo																		
Hawaii																		
Illinois	8	8	16	2	1	6	3	4	20	0	0	0	2	1	16	8	9	9
Indiana	10	4	14	13	.66	14	3.33	3.99	17.99	0	0	0	16	6.50	27	8.25	14.75	14.75
Iowa										0	0	0	1	.33	7	2.11	2.44	2.44
Kent										0	0	0	4	1	15	3.75	4.75	4.75
Kentucky										0	0	0	7	2.38	21	7.14	9.52	9.52
Long Island										0	0	0	0	0	3	.75	.75	.75
Louisiana										0	0	0	9	4	23	9	13	13
Maryland	1	1	2	5	2	8	5.30	7.30	9.30	0	0	0	5	33	37	30.30	33.30	33.30
McGill																		
Michigan	2	6	8	1	.10	2	1	1.10	9.10	0	1	1	22	6.80	27	9.90	16.70	16.70
Minnesota	0	0	0	6	3	4	2	5	5	0	0	0	3	1.50	13	6.50	8	8
Missouri																		
Montreal										0	0	0	2	.67	[illegible]	.67	1.33	1.33
North Carolina	4	3	7	4	1.50	3	1.50	3	10	0	0	0	4		14			[illegible]
North Carolina										0	0	0	2	1.50	4	2.25	3.75	3.75
Northern Illinois										0	0	0	7	2.25	61	17.50	19.75	19.75

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Undergraduate

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	M	W	Total	#	FTE	#	FTE		
Emporia Kansas									
Florida State	32	87	119	0	0	0	0	0	119
Geneseo	0	0	0	1	.30	24	6	6.30	6.30
Hawaii									
Illinois									
Indiana	0	0	0	2	1.25	17	4	5.25	5.25
Iowa	0	0	0	4	1	21	5.25	6.25	6.25
Kent	0	0	0	6	1.60	11	3.40	5	5
Kentucky	0	0	0	11	3.74	125	52.50	56.24	56.24
Long Island	0	0	0	0	0	1	1	1	1
Louisiana									
Maryland	2	36	38	0	0	0	0	0	38
McGill									
Michigan	0	0	0	1	.30	8	1.30	1.60	1.60
Minnesota	0	0	0	12	6	28	14	20	20
Missouri									
Montreal									
North Carolina	0	0	0	3	0	76	0		
North Carolina	0	0	0	6	1	20	10	11	11
Northern Illinois	0	0	0	1	[illegible]	16	4	4.25	4.25

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Total Enrollment of All Programs

	Full-Time			Part-Time						
				Men		Women				
	M	W	Total	#	FTE	#	FTE	Total	Total FTE	Total FTE Off-Campus
Emporia Kansas										
Florida State	60	170	230	10	5.04	63	32.96	38	238	40
Geneseo	9	29	38	11	4.60	104	41.30	45.90	84	4.50
Hawaii	3	20	23	7	4.2	51	28.70	32.90	55.90	
Illinois	24	90	114	14	7	62	31	38	152	0
Indiana	25	64	89	49	17.31	128	50.23	67.54	195.04	38.50
Iowa	9	43	52	9	3	40	12.80	15.80	67.80	0
Kent	9	36	45	36	10.20	210	59.35	69.55	114.55	29.40
Kentucky	16	49	65	22	7.48	198	67.32	74.80	139.80	19
Long Island	4	16	20	14	15	181	76.50	91.50	111.50	18.75
Louisiana	5	50	55	12	5.67	75	31.33	37	92	5.33
Maryland	30	125	155	20	133	171	114	127.30	244.30	0
McGill										
Michigan	22	74	96	47	17.60	230	88.60	106.20	202.20	21.60
Minnesota	3	43	46	40	20	118	59	79	125	0
Missouri	7	36	43	10	4	37	12	47	90	NA
Montreal	50	97	147	12	4	14	4.68	8.67	154.67	0
North Carolina	36	87	123	19	?	133	?	?	?	4
North Carolina	6	19	25	10	5.75	49	27.75	33.50	57.50	0
Northern Illinois	3	6	9	9	2.75	113	36.16	38.91	47.91	19.50

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Full-Time			Part-Time						Full-Time			Part-Time					
				Men		Women							Men		Women			
	Men	Women	Total	#	FTE	#	FTE	Total	Total FTE	Men	Women	Total	#	FTE	#	FTE	Total	Total FTE
North Texas	5	17	22	14	5.50	87	41	46.50	68.50	0	1	1	1	.75	6	1.75	2.50	3.50
Oklahoma	6	16	22	8	4	79	16.30	20.30	42.30	1	0	1	0	0	0	0	0	1
Peabody	2	21	23	12	6	63	21.87	27.87	50.87	0	0	0	0	0	[illegible]	1	1	1
Pittsburgh	13	76	89	10	4	83	33.20	37.20	126.20	0	1	1	9	3.60	13	13.20	16.80	17.80
Pratt	17	39	56	19	12.20	78	49	61.20	117.20	0	0	0	2	.80	5	2	2.80	2.80
Queens	1	11	12	15	8	46	22	30	42	0	0	0	1		2	1	1	1
Rhode Island	14	33	47	18	8	85	41.33	49.33	96.33									
Rosary	9	44	53	15	7.33	157	64.67	72	125	0	0	0	0	0	1	.33	.33	.33
Rutgers	15	67	82	17	8.75	177	93	101.75	183.75	0	0	0	1	.25	5	1.50	1.75	1.75
St. John's	4	20	24	11	5.04	45	23.92	28.96	52.96	0	0	0	1	1	1	.34	1.34	1.34
San Jose																		
Simmons	12	55	67	47	15.67	313	104.33	120	187									
South Carolina	10	29	39	5	2.50	70	18.80	21.30	60.30	1	0	1	0	0	0	0	0	1
Southern Calif.	12	31	43	22	15.60	56	41.50	57.10	100.10									
Southern Conn.	12	41	53	9	3.96	140	64.02	67.98	120.98									
South Florida	2	17	19	26	10	127	51	61	80	0	0	0	1	.34	2	[illegible]	1	[illegible]
Syracuse	12	27	39	8	4.08	72	32.58	36.66	75.66									
Tennessee	9	35	44	7	4	42	21	25	69									
Texas	17	51	68	22	12.67	78	43	55.67	123.67	0	0	0	1	1.67	1	.33	2	2
Texas Woman's	1	29	30	5	2.50	120	42.25	44.75	74.75									

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduate								
	Full-time			Part-time						Full-time			Part-time					
	Men	Women	Total	Men		Women		Total	Total	Men	Women	Total	Men		Women		Total	Total
				#	FTE	#	FTE						#	FTE	#	FTE		
North Texas	0	1	1	5	2.25	6	2.75	5	6	0	0	0	0	0	20	8	8	8
Oklahoma																		
Peabody										0	0	0	7	1.24	8	2.49	3.73	3.73
Pittsburgh	8	13	21	10	4.[illegible]	18	7.20	11.20	32.20									
Pratt										0	0	0	1	.30	12	4.60	4.90	4.90
Queens										0	0	0	1		21	5	5	5
Rhode Island										0	1	1	6	2.66	58	22	24.66	25.66
Rosary										0	0	0	1	.33	13	4.67	5	5
Rutgers	2	0	2	28	5.33	26	6	11.33	13.33	1	0	1	6	4.25	46	12.62	16.87	17.87
St. John's																		
San Jose																		
Simmons	2	0	2	5	1.67	4	1.33	3	5	0	0	0	3	1	3	1	2	2
South Carol.																		
Southern Calif.	10	10	20	2	.75	0	0	.75	20.75	0	1	1	1	.75	1	.38	1.13	2.13
Southern Conn.										1	0	1	1	.66	41	15.84	16.50	17.50
South Florida										1	2	3	6	2	71	26	28	31
Syracuse	6	7	13	5	2.50	1	.50	3	16	0	0	0	29	14.50	41	8.83	23.33	23.33
Tennessee										0	0	0	1	.50	1	.50	1	1
Texas	1	2	3	1	.67	2	.67	1.33	4.33	0	0	0	5	1.67	12	3.33	5	5
Texas Woman's[1]	3	3	6	0	0	15	7	7	13	0	0	0	0	0	1	.25	.25	.25

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Undergraduate

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	M	W	Total	#	FTE	#	FTE		
North Texas	1	2	3	1	.20	6	2.60	2.80	5.80
Oklahoma									
Peabody	0	0	0	0	0	1	1	?	?
Pittsburgh									
Pratt									
Queens	0	0	0	2	0	7	2	?	?
Rhode Island									
Rosary									
Rutgers									
St. John's									
San Jose									
Simmons									
South Carolina									
Southern Calif.	0	0	0	0	0	2	.50	.50	.50
Southern Conn.	2	17	19	1	.50	3	1.50	2	21
South Florida									
Syracuse	0	0	0	3	1	21	5.25	6.25	6.25
Tennessee	0	0	0	7	2	112	28	30	30
Texas									
Texas Woman's	0	28	28	0	0	11	6.08	6.08	34.08

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Total Enrollment of All Programs

	Full-Time			Part-Time						
				Men		Women				
	M	W	Total	#	FTE	#	FTE	Total	Total FTE	Total FTE Off-Campus
North Texas	6	21	27	21	8.70	125	56.10	64.80	91.80	15.50
Oklahoma	7	16	23	8	4	29	16.30	20.30	43.30	0
Peabody	2	21	23	19	7.24	77	26.36	33.60	56.60	10.71
Pittsburgh	21	91	112	29	11.60	134	53.60	65.20	177.20	
Pratt	17	37	54	22	13.10	95	55.60	68.70	122.70	
Queens	1	11	12	19	8	76	30	38	50	0
Rhode Island	14	34	48	24	10.66	143	63.33	74	122	22
Rosary	9	44	53	16	7.33	161	69.67	77.33	130.33	0
Rutgers	18	67	85	53	18.58	254	113.12	131.70	216.70	3.50
St. John's	4	20	24	16	6.04	46	24.26	30.30	54.30	0
San Jose										
Simmons	14	55	69	55	18.33	320	106.67	125	194	0
South Carolina	11	29	40	5	2.50	70	18.80	21.30	61.30	6.80
Southern Calif.	22	42	64	25	17.10	57	42.30	59.50	123.50	0
Southern Conn.	15	58	73	11	5.12	184	84	86.48	159.48	28.14
South Florida	3	19	22	31	12	200	78	90	112	37
Syracuse	18	34	52	65	22.08	135	47.16	69.24	121.24	0
Tennessee	9	35	44	15	6.5	155	49.50	56	100	0
Texas	16	55	71	31	16.68	95	47.33	64	135	0
Texas Woman's	5	60	65	5	2.50	147	55.58	58.08	122.08	21

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's								
	Full-Time			Part-Time					
	Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total	Total FTE
Toronto	33	139	172	8	1.60	45	16	17.60	189.60
Washington	21	55	76	5	3	21	9	12	88
Wayne	[illegible]	[illegible]	89	[illegible]	6	53	24	30	119
Western Mich.	16	[illegible]	[illegible]	[illegible]	12.30	170	58.80	[illegible]	[illegible]
Western Ontario	[illegible]	[illegible]	166	[illegible]	[illegible]	65	16.25	21.25	187.75
Wisconsin-Mad.	14	[illegible]	92	[illegible]	[illegible]	[illegible]	26.50	[illegible]	[illegible]
Wisconsin-Mil.	[illegible]	31	39	10	3.30	69	21.91	35.21	73.21

	Post-Master's								
	Full-Time			Part-Time					
	Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total	Total FTE
Toronto									
Washington									
Wayne									
Western Mich.		1		[illegible]			[illegible]	.60	1.60
Western Ontario									
Wisconsin-Mad.	[illegible]	1		[illegible]	[illegible]	[illegible]	[illegible]		
Wisconsin-Mil.									

	Doctoral								
	Full-Time			Part-Time					
	Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total	Total
Toronto	2	5	7	2	.60	3	1	1.60	8.60
Washington									
Wayne									
Western Mich.									
Western Ontario	[illegible]	3	[illegible]	1	.75	2	.50	1.25	7.25
Wisconsin-Mad.	1	[illegible]	5	1	.33	3	1	1.33	6.33
Wisconsin-Mil.									

	Other Graduate								
	Full-time			Part-time					
	Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total	Total
Toronto									
Washington	1	1	[illegible]	[illegible]	.30	[illegible]	[illegible]	[illegible]	[illegible]
Wayne	1	0	1	1	.30	0	0	.30	1.30
Western Mich.	1	[illegible]	[illegible]	6	1.70	29	[illegible]	[illegible]	[illegible]
Western Ontario	2	0	2	0	0	0	0		
Wisconsin-Mad.	1	1	[illegible]	8	2.50	20		9.80	[illegible]
Wisconsin-Mil.	4	0	[illegible]	0	2.00	[illegible]	[illegible]	[illegible]	[illegible]

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Undergraduate

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	M	W	Total	#	FTE	#	FTE		
Toronto									
Washington	0	0	0	3	1	17	4	5	5
Wayne									
Western Michigan	0	0	0	3	1.30	48	18.60	19.90	19.90
Western Ontario	0	0	0	0	0	4	1	1	1
Wisconsin-Mad.	0	0	0	0	0	11	3.50	3.50	3.50
Wisconsin-Mil.	1	0	1	7	2.31	18	5.94	8.25	9.25

Total Enrollment of All Programs

	Full-Time			Part-Time				Total	Total FTE	Total FTE Off-Campus
				Men		Women				
	M	W	Total	#	FTE	#	FTE			
Toronto	35	144	179	10	3.20	48	16	19.2	198.2	3.0
Washington	22	56	78	10	3	53	10	22	99	0
Wayne	22	68	90	10	6.5	53	24	30	120.5	
Western Mich.	15	27	42	33	15.50	259	89.80	105.30	147.30	26.60
Western Ontario	39	115	154	25	6.25	71	17.75	24	178	11
Wisconsin-Mad.	16	83	99	26	9.56	91	38.61	48.17	147.17	0
Wisconsin-Mil.	9	31	40	23	9.29	91	37.17	46.46	86.46	

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Masters								
	Full-Time			Part-Time						Full-Time			Part-Time					
				Men		Women							Men		Women			
	Men	Women	Total	#	FTE	#	FTE	Total	Total	Men	Women	Total	#	FTE	#	FTE	Total	Total
Ball State	3	6	9	0	0	19	10.11	10.11	19.11	0	0	0	1	.22	7	.55	2.77	2.77
Auburn	1	–	1	1	.33	18	?	?	?	0	0	0	0	0	6	?	?	?
East Carolina	1	17	18	1	.33	50	20.33	20.33	38.33									
Kutztown	0	2	2	7	2.38	32	10.88	13.26	15.26									
Mississippi	–	3	3	3	1	21	7.33	8.33	11.33									
Sam Houston	0	3	3	11	3	196	61.10	64.10	67.10									
Southern Illinois	6	6	12	2	?	?	?	?	?									
Southern Miss.	–	19	19	5	1.67	50	20	21.67	40.67									
Western Kentucky	2	3	5	1	.30	33	11	11.30	16.30									
Western Maryland	0	–	2	3	1	28	8.58	9.58	11.58									
Oklahoma St.	–	–	0	4	2	36	18	20	20									

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduates								
	Full-time			Part time						Full-Time			Part-Time					
				Men		Women							Men		Women			
	Men	Women	Total	#	FTE	#	FTE	Total	Total	Men	Women	Total	#	FTE	#	FTE	Total	Total
Ball State										0	0	0	4	2.44	8	4	6.44	6.44
Cornell										0	0	0	0	0	1	[illegible]	[illegible]	[illegible]
East Carolina																		
Michigan																		
Mississippi																		
Gulf Coast																		
Southern Illinois	5	3	8	5	1	2	1	[illegible]	7									
Southern Miss.																		
Western Kentucky										1	[illegible]	2	6	2	11	[illegible]	[illegible]	51
[illegible]																		
[illegible]		2	[illegible]	1		5	3.25	4.25	4.25									

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Undergraduate

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	M	W	Total	#	FTE	#	FTE		
Ball State	1	7	8	39	11.2	122	38.13	49.33	57.33
Auburn									
East Carolina	3	33	36	0	0	0	0	0	36
Kutztown	10	48	58	0	0	13	4.12	4.12	62.12
Mississippi									
Sam Houston	0	0	0	25	3.67	146	38	41.67	41.67
Southern Illinois									
Southern Miss.	0	0	0	1	.25	33	14.17	14.42	14.42
Western Kentucky	0	0	0	2	.50	76	10	10.50	10.50
Western Maryland									
Oklahoma State	3	9	12	0	0	31	16	16	28

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

Total Enrollment of All Programs

	Full-Time			Part-time						
				Men		Women				
	M	W	Total	#	FTE	#	FTE	Total	Total FTE	Total FTE Off-Campus
Ball State	2	15	17	44	13.86	156	54.79	68.65	85.65	0
Auburn	1	2	3	1	?	23	?	?	?	
East Carolina	4	50	54	1	.33	50	20	20.33	74.33	5
Kutztown	10	50	60	7	2.38	45	15.30	17.68	77.38	0
Mississippi	2	1	3	2	1	21	7.33	8.33	11.33	
Sam Houston	0	3	3	36	6.67	342	99.10	105.77	109	49
Southern Illinois	11	9	20	7	?	14	?	?	20	0
Southern Miss.	2	17	19	6	1.92	83	34.17	36.09	55.09	[illegible].83
Western Kentucky	3	4	7	9	2.80	234	68	70.80	77.80	33
Western Maryland	0	2	2	3	1	28	8.58	9.58	11.58	
Oklahoma State	3	9	12	8	4	72	36.25	40.25	52.25	12

Number of Classes by Number of Students Enrolled

Schools were requested to indicate the number of classes or sections of classes by the number of students enrolled. Class sizes were divided into eight categories.

Fifty-nine member schools completed all or part of this section (Table II-2). Two member schools mentioned including students doing research, individual study and doctoral seminars in the class size 1-5 category. The category or class size Over 40 included: nine basic or "core" courses; what five schools called simply "lecture" classes; and these specific courses: Information Retrieval, Survey of Children's Literature, Development of the Book, Data Processing for Libraries, Cataloging, and Business Literature. Only one of the ten associate member schools reported a class of over forty.

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
Alabama	5	8	9	5	1	0	0	0
Alabama A & M								
Albany	3	12	12	5	1	2	3	0
Alberta								
Arizona	13	9	3	2	6	2	2	[illegible]
Atlanta								
Brigham Young	4	5	5	2	5	[illegible]	2	[illegible]
British Columbia	4	14	17	8	2	1	7	[illegible]
Buffalo	2	2	3	2	3	1	2	2
Berkeley	14	5	3	4	15	8	1	1
Los Angeles	17	9	10	8	0	0	0	1
Case Western	25	8	5	4	3	3	7	1
Catholic	9	10	8	8	4	4	2	[illegible]
Chicago	5	2	1	2	0	1	1	0
Clarion	9	5	0	0	0	[illegible]	[illegible]	0
Columbia	6	14	8	8	3	3	0	1
Dalhousie	9	6	8	4	2	2	7	0

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
Denver	5	6	6	4	2	1	4	[illegible]
Drexel		1	2	3	3	5	0	1
Emory	0	5	1	1	2	1	0	0
Emporia Kansas								
Florida State	3	9	9	8	5	3	1	1
Geneseo	0	5	11	5	3	0	0	0
Hawaii	2	9	6	3	1	1	0	0
Illinois	4	4	5	4	6	1	2	0
Indiana	3	5	6	5	3	2	8	0
Iowa	0	2	6	3	3	1	5	0
Kent	6	11	8	10	7	2	0	0
Kentucky	3	3	3	6	1	1	4	[illegible]
Long Island	2	7	20	6	1	0	0	0
Louisiana	2	5	8	3	0	1	2	0
Maryland	6	9	10	5	2	4	4	1
McGill								
Michigan	3	7	13	10	4	7	4	0
Minnesota	0	0	3	0	3	2	1	1
Missouri	9	11	1	1	2	0	0	0
Montreal	4	7	5	5	4	4	2	8
North Carolina	20	12	0	3	1	2	1	[illegible]
North Carolina								
Northern Illinois	4	6	5	1	0	0	0	0

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
North Texas	4	10	5	2	2	3	0	0
Oklahoma	4	5	5	0	1	0	0	0
Peabody	6	11	4	8	1	0	0	0
Pittsburgh	12	8	11	4	4	4	0	1
Pratt	0	8	1	4	8	0	1	1
Queens	10	6	4	4	1	0	0	0
Rhode Island	7	9	5	3	2	3	0	0
Rosary	2	8	4	1	8	2	0	1
Rutgers	0	5	9	8	14	6	0	0
St. John's	6	9	2	2	0	0	0	0
San Jose								
Simmons								
South Carolina	10	9	5	4	2	0	2	1
Southern Calif.	3	11	7	5	0	1	0	0
Southern Conn.	0	3	3	11	6	1	0	0
South Florida	2	6	7	5	1	0	1	1
Syracuse	3	7	5	10	4	2	0	0
Tennessee	9	5	5	4	4	3	2	0
Texas	2	12	14	5	2	1	0	0
Texas Women's	3	5	8	4	4	0	0	0

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
Toronto	6	9	6	13	18	0	0	1
Washington	4	0	0	2	0	0	0	2
Western Mich.	15	9	12	8	6	2	0	0
Western Ontario	3	6	3	3	4	2	4	8
Wisconsin	5	6	7	3	2	6	0	1
Wisconsin-Mil.	26	19	14	9	6	4	1	0

TABLE II-2-b. Associate Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
Ball State	2	[illegible]	4	4	0	3	1	0
Auburn	8	3	1	1	3	0	0	1
East Carolina	5	9	2	2	0	1	0	0
Kutztown	0	3	7	1	0	0	0	0
Mississippi	9	1	2	0	0	0	0	0
Sam Houston	4	9	11	2	5	0	1	0
Southern Illinois								
Southern Miss.	4	10	5	1	0	0	0	0
Western Kentucky	4	8	10	3	2	2	34	0
Western Maryland	0	2	1	0	0	0	0	0
Oklahoma State	0	0	4	20	0	0	25	0

Degrees and Certificates Awarded by Ethnic Background

The Schools were asked to show the number of degrees and certificates awarded, including those awarded in Summer Session by sex and ethnic origin.

Fifty-eight member schools responded. Information given was based on the Committee on Accreditation Report for 1978-79. Canadian Schools were not asked to supply an ethnic breakdown. Forty-eight schools were able to supply an ethnic breakdown for some or all degrees awarded. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI); Asian or Pacific Islander (AP); Black (B): Hispanic (H): and White (W).

The table immediately following is a summary of Table D-3 for AALS member schools. Totals given in the summary include students not identified by ethnic origin. Southern Connecticut awarded an additional 24 students the M.S. in Instructional Technology, but did not include them in the charted figures and they do not appear in the summary. Washington awarded 7 students the Master's of Law Librarianship and these are included in the charted figures and the summary.

TABLE II-3-a. Summary - Member Schools - Degrees and Certificates awarded by Ethnic Origin.

	Male							Female					
	# sch. rest.	AI	AP	B	H	W	Total*	AI	AP	B	H	W	Total*
Bachelors	-	0	0	1	0	1	2	0	1	2	3	96	[illegible]
Masters	56	3	23	21	18	721	975	7	95	154	48	2867	[illegible]
Post-Masters	20	0	0	3	1	21	29	1	6	13	4	91	[illegible]
Doctoral	22	0	0	0	0	26	41	0	1	1	0	24	[illegible]
Total		3	23	25	19	769	1047	8	103	170	55	3080	4098

* includes students not identified by ethnic origin

The following is the summary for associate members, Table II-3. Since only one school granted the Doctoral degree that section was not included in Table II-3, but the figures appear in the summary. Southern Illinois granted three doctorates to men and one to a woman, all in category W.

TABLE II-3-b. Summary - Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin

	# reptg	Male						Female					
		AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.
Bachelors	4	0	0	0	0	5	5	0	0	4	0	44	48
Masters	9	0	0	0	1	24	25	0	5	16	1	178	200
Post Mast.	1	0	0	0	0	0	0	0	0	2	0	16	18
Doctoral	1	0	0	0	0	3	3	0	0	0	0	1	1
Total		0	0	0	1	32	33	0	5	22	1	239	267

TABLE II-3-c. Member Schools - Bachelor's Degrees Awarded by Sex and Ethnic Origin.

	Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Total
Clarion											21	21
So. Conn.			1			1					10	10
Texas Women's								1	2	3	49	55
West. Mich.					1	1					10	10

In addition, Brigham Young noted the award of three Associate of Science degrees to three women.

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.
Alabama					11	11			4		50	54																								
Alabama A & M									1		11	12																								
Albany				1	15	16		4		1	85	90																								
Alberta																																				
Arizona				7	6	13			1	14	53	68																								
Atlanta		2	5		3	10			31		3	34									1			1												
Brigham Young					17	17					19	19																								
British Col.						20						49																								
Buffalo					13	13		1	2		50	53																								
Berkeley		3	1		21	25		4	3	2	51	60			1		1	2		1	1		7	9					1	1					1	1
Los Angeles					11	11		5	1	1	38	45											1	1												
Case Western			2		18	20			7		59	66																	6	6					3	3
Catholic			1		15	16		3	3	1	79	86										1	2	3												
Chicago						5						16						2						2						4						
Clarion	1				6	7	4		1		17	22																								
Columbia				1	20	21		1	3	2	94	100					1	1											1	1					3	4
Dalhousie																																				
Denver																																				
Drexel			1		20	21			3		97	100											1	1					1	1					1	1
Emory					9	9					50	50																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama					11	11			4		50	54
Alabama A & M									1		11	12
Albany				1	15	16		4		1	85	90
Alberta												
Arizona				7	6	13			1	14	53	68
Atlanta		2	5		3	10			32		3	35
Brigham Young					17	17					22	22
British Columbia						20						59
Buffalo					13	13		1	2		50	53
Berkeley		1	2		25	28		5	4	2	59	70
Los Angeles					11	11		5	1	1	39	46
Case Western			2		24	26			7		62	69
Catholic			1		15	16		3	4	1	81	89
Chicago						10						10
Clarion	1				6	7	4		1		38	43
Columbia				1	22	23		1	3	2	97	103
Dalhousie												
Denver												
Drexel			1		21	22			3		99	102
Emory					9	9					40	40

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Tot
Emporia Kansas																																				
Florida State					21	21			2	2	88	92					3	3			1	1	4	6					2	2					1	1
Geneseo		1			10	11		1			54	55											1	1												
Hawaii		5			9	15		19			28	47																								
Illinois	1				31	32				1	81	82										1	1	2					2	2					1	1
Indiana					26	26			1		97	98											1	1											3	3
Iowa					8	8		1		1	35	37																								
Kent			3		25	28		3	11		98	112																								
Kentucky					19	19			1		55	56																								
Long Island																																				
Louisiana					19	19		1	2	1	57	61																								
Maryland			1	1	14	16		4	9		99	112																	3	3					1	1
McGill																																				
Michigan		1	1	2	29	33		3	8	3	133	147																	2	2			1			1
Minnesota					3	3		2			60	62																							1	1
Missouri		1			16	17		2			41	43																								
Montreal						18						51																								
North Carolina					11	11					41	41																								
North Carolina	1				3	4			24		2	26																								
Northern Ill.					3	3					16	16																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Emporia Kansas												
Florida State					32	32			3	3	93	99
Geneseo		1			10	11		1			55	56
Hawaii		5			9	14		19			28	47
Illinois	1				33	34				2	83	85
Indiana					26	26			1		101	102
Iowa					8	8		1		1	35	37
Kent			3		25	28		3	11		98	112
Kentucky					19	19			1		55	56
Long Island												
Louisiana					19	19		1	2	1	57	61
Maryland			1	1	17	19		4	9		100	113
McGill												
Michigan		1	1	2	31	35		3	9	3	133	148
Minnesota					5	5		2			61	63
Missouri		1			16	17		2			41	43
Montreal						18						51
North Carolina					11	11					41	41
North Carolina	1				3	4			24		2	26
Northern Illinoi					1	1					16	16

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.
North Texas					7	7		1	1		50	52					1	1					2	2					1	1						
Oklahoma																																				
Peabody															1	1	15	17		6	1	1	77	85											1	1
Pittsburgh						45						140						2						4						2						9
Pratt		1	2		18	21		1	4	2	40	47			1			1			2		2	4												
Queens		2	1	1	7	11	1	3	5	1	39	49											1	1												
Rhode Island					14	14					41	41																								
Rosary					6	6		5	1		81	87									1		1	2												
Rutgers						28						147																		4						1
St. John's		1			4	5		1	3		18	22																								
San Jose																																				
Simmons				1	45	46		2	4	1	171	178																	3	3					4	4
South Carolina					10	10		3	2		56	61											1	1												
Southern Calif.			1		14	15	1	6	5	4	54	70																								
Southern Conn.					12	12		1			78	79																								
South Florida						11						63																								
Syracuse				1	11	12		3		1	44	48																							1	1
Tennessee									2			2																								
Texas				2	32	34		3		5	61	71																	1	1						
Texas Woman's				1	2	3				3	18	21																				1			1	2

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
North Texas					9	9		1	1		52	54
Oklahoma												
Peabody			1	1	15	17		4	7	1	74	86
Pittsburgh						54						153
Pratt		1	3		18	22		1	6	2	42	51
Queens		2	1	1	7	11	1	3	5	1	40	50
Rhode Island					14	14					41	41
Rosary					6	6		5	2		82	89
Rutgers						32						148
St. John's		1			4	5		1	3		18	22
San Jose												
Simmons				1	48	49		2	4	1	175	182
South Carolina					10	10		3	2		57	62
Southern Calif.			1		14	15	1	6	5	4	56	72
Southern Conn.			1		12	13		1			88	89
South Florida						11						63
Syracuse				1	11	12		3		1	45	49
Tennessee									2			2
Texas				2	33	35		3		5	63	71
Texas Women's				1	2	3		4	2	6	68	80

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot	AI	AP					AI	AP	B	H	W	Tot
Toronto						15						98																								
Washington		1			24	25		5		1	103	109																								
Wayne			1		15	16	1	1	6		56	64																								
Western Mich.		5			15	20		2	1		85	88											1	1												
Western Ontario						47						95																								
Wisconsin			1		35	36		1	1	1	97	100							1	1										1						
Wisconsin-Mil					14	14		1	1		52	54																	1	1						

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Toronto						15						98
Washington		1			24	25		5		1	103	109
Wayne			1		15	16	1	1	6		56	64
Western Mich.		5			16	21		2	1		86	89
Western Ontario						48						92
Wisconsin-Mad.			1		36	37	1	2	1	1	97	[illegible]
Wisconsin-Mil.					14	14		1	1		52	54

TABLE II-3-e. Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Bachelors*												Master's												Post-Master's											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.
Ball State																	6	6			1		10	11												
Auburn																																				
East Carolina					1	1			1		7	8					2	2			3		23	26												
Kutztown					3	3					22	22					1	1					10	10					1	1					10	10
Mississippi																	4	4			3		32	35												
Sam Houston																	4	4		2	7	1	80	90									2		16	18
Southern Ill.																	3	3		1			5	6												
Southern Miss.					1	1			3		10	13				1	3	4		2	2		9	13												
Western Ken.											5	5											6	6												
Western Md.																	1	1					3	3												
Oklahoma St.																																				

TABLE II-3-e. Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Ball State					6	6			1		10	11
Auburn												
East Carolina					3	3			4		10	14
Kutztown					4	4					12	12
Mississippi					4	4			3		12	15
Sam Houston					4	4		2	9	1	96	108
Southern Illinois					6	6		1			6	7
Southern Miss.				1	4	5		2	5		19	26
Western Kentucky											11	11
Western Maryland					1	1					3	3
Oklahoma State												

Number of Students by Sex and Ethnic Origin

The first section (Table II-4) in the student profile breakdown sought to identify the number of students by sex and ethnic origin.

Figures for Table II-4 are based on the number of students officially enrolled in the Fall Term 1979. Citizens and permanent residents only were to be included. Canadian schools did not supply the ethnic breakdown. The definitions of the degrees were based on the COA Report definitions, that is: the Master's, Post Master's and Doctoral degree categories included only those students working toward the degree in librarianship on or off campus; the Other Graduates category included students taking library science courses as cognate or service courses or for professional development on or off campus; the Undergraduate category included students taking library science courses as cognate or service courses for undergraduate credit on or off campus. The ethnic origin was based on the Department of Labor categories used in Table II-3.

The following summaries include the number of schools replying to each part of the request.

TABLE II-4-a. Summary - Member Schools - Number of Students by Sex and Ethnic Origin.

		Male						Female					
	# Schools Reporting	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Master's	60	4	28	58	25	1194	1566*	15	131	229	69	5751	6955
Post-Master's	30	-	2	2	-	42	46	-	9	12	2	133	159
Doctoral	25	1	4	9	5	144	173	3	2	23	7	177	233
Other Graduates	39	-	2	7	2	132	156	-	13	17	5	592	673
Under-graduates	27	2	0	16	3	186	306	0	4	29	19	768	1088

* Includes students undifferentiated by Ethnic Origin

TABLE II-4-b. Summary - Associate Member Schools - Number of Students by Sex and Ethnic Origin.

		Male						Female					
	# Schools Reporting	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Master's	10	-	7	-	1	40	48	2	7	19	9	431	468
Post-Master's	2	-	-	-	-	1	1	-	1	3	-	8	12
Doctoral	1	-	-	-	-	5	5	-	-	-	-	3	8
Other Graduates	2	-	-	-	1	6	7	-	-	-	4	127	131
Under-graduates	6	-	-	4	1	54	59	-	1	23	4	299	327

* Includes students undifferentiated by Ethnic Origin.

division of the school year, and also how a summer session was structured, i.e. one term or two. This would be a useful question to be added to the next questionnaire.

Questions number 2,3,8,9, 16 and 19 all asked for information in terms of credit hours. Because of the difference between semester and quarter hours, the responses from schools under the quarter system were translated into semester hours using the formula of 5 credit hours in a quarter system equalling 3 hours in a semester system. In most cases this resulted in a decimal number, in which case the number was raised to the next whole number, if it was .5 or more.

Canadian schools reporting offered another problem as they report in ways other than credit hours, i.e. units to be earned, half-courses, or courses. At this time, no standard conversion formula is available and therefore for some questions Dalhousie, Toronto and Western Ontario will be reported at the end of the American schools. The Universite de Montreal, and the University of British Columbia are included in with the other American schools and not with Canadian schools because their information was reported in terms of semester hours.

Question 2. How many credit hours are required for each of the following degrees:

The responses to this question will be tabulated in two ways. First, the number of hours required, identified by name of schools, and at the end of these figures, the schools with the hours required for their various programs. Some schools reported a range of hours for obtaining a degree, and the range has been reported only in the final table. For the beginning listings by hours, the highest number of hours specified was used. For schools reporting in terms other than credit hours, their own terminology is used.

Undergraduate major. There were 11 undergraduate programs at AALS member schools and 5 at associate member schools. The range of required hours for an undergraduate major was from 11 to 37 hours, and the breakdown is as follows:

Table III-2 Degree Requirements in Hours - Undergraduate
AALS Member

Number of Hours	School
11	Texas Womans
14	Brigham Young
15	Kent
18	Maryland, Peabody, Southern California
20	Western Michigan

Table III-2a: Degree Requirements in Hours-Undergraduate

AALS Member

Number of Hours	School
21	Missouri
24	Arizona, Clarion State
30	Southern Connecticut

Associate Member

Number of Hours	School
27	Kutztown
30	Southern Mississippi, Western Kentucky
33	Eastern Carolina
37	Oklahoma State

Masters Program. Sixty-four AALS member schools and 9 associate members replied. Of the 64 schools, the required hours for a Masters degree ranged from 27 hours to 60 hours. Schools on the quarter system whose reported quarter hours were converted to semester hours are indicated by an *.

Table III-2b: Degree requirements in Hours-Masters

AALS Member

Number of Hours	School
27	Ball State*
29	Florida State*
30	Missouri, Northern Illinois, Western Michigan, Wisconsin
31	Tennessee*, Wayne State*
32	Iowa, South Florida*
34	Louisiana
36	Alabama, Alabama A&M, Albany, Atlanta, Buffalo, Case Western Reserve, Catholic U., Clarion, Columbia, Denver, Drexel*, Emory*, Geneseo, Hawaii, Indiana, Kent, Kentucky, Long Island, Maryland*, Michigan, North Carolina, North Carolina Central, North Texas,

Table III-2b: Degree requirements in Hours-Masters

AALS Member

Number of Hours	School
	Oklahoma, Peabody, Pittsburgh, Pratt, Queens, Rhode Island, Rosary, Rutgers, St. Johns, Simmons, South Carolina, Southern Calif., Southern Connecticut, Syracuse, Texas, Wisconsin-Milwaukee, Texas Womans
38	Brigham Young, Washington*
40	Illinois
43	California/L.A.*
51	Montreal
60	British Columbia

Canadian Schools: Masters Program

Western Ontario	15 courses
Toronto University	18 half-courses
Dalhousie University	19 courses

Associate Member

Number of Hours	School
29	Auburn*
30	Kutztown
32	Southern Illinois, Southern Mississippi
33	Western Kentucky, Western Maryland
36	Eastern Carolina, Oklahoma

In reporting the number of credit hours for a Masters degree, some schools had varying credits, depending on the type of Masters earned:

Table III-2c: Degree Requirements in Variable Hours
Variations

Arizona	M.L.S.	38	M.ed	32
Emory	M.L.	36	M.A.	27 + thesis
Oklahoma	M.L.S.	36	M.A.	34
Washington	M.A.	38	M.A. Law	27

Post-Masters. There were 33 programs reported by AALS member schools and 2 reported by associate member schools. The range of hours was from 18 to 72.

Table III-2d: Degree requirements in Hours-Post-Masters
AALS Member

Number of Hours	School
18	Wisconsin
20	Drexel*, So. California
24	Catholic, Kent, North Texas, Pittsburgh, Rutgers, St. Johns
26	Minnesota*
27	Denver*, Emory*, Florida State*, Wayne
29	South Florida*
30	Alabama, Albany, Atlanta, Columbia, Indiana, Long Island, Peabody, Pratt, Queens, Rosary, South Carolina, Texas, Western Michigan
32	Illinois
36	Geneseo, Syracuse
54	Texas Womans
72	California-Los Angeles

Associate Member

Number of Hours	School
56	Auburn
60	Oklahoma State

The range of hours for a Post-Masters is very wide and cannot be explained on the grounds of possible discrepancies when converting quarter hours to semester hours. One explanation could be that some schools included the hours for the Masters degree and the Post-Masters hours in the amount.

Doctorate. Seventeen AALS member schools and 2 associate member schools replied to this part of the question and the range of hours was from 27 to 90. Again, because of an ambiguity in wording the question, some schools responded in number of hours after the M.A., some in total hours, some in number of courses and some in time period.

Table III-2e: Degree Requirements in Hours-Doctorate

AALS Member

Number of hours	School
27	Drexel*
29	Florida State
30	Columbia, Southern California, Texas Womans
16	Maryland, North Carolina, Simmons
50	Michigan
54	Pittsburgh
60	North Texas
70	Case Western Reserve, Rutgers, Syracuse
80	Illinois
90	Indiana

Associate Member

Number of Hours	School
64	Southern Illinois
90	Oklahoma State

Joint Program Degrees. This is another somewhat complex area and the question will need to be reworded next time to obtain more specific information. To begin with, the discipline of the other joint program was not sought. Also some schools have more than one joint program and the hours may vary with different programs. Therefore the 9 schools who reported a joint program and the information they supplied are given below:

Table III-2f: Degree Requirements in Hours-Joint Program

School	Hours in Library Science	Hours in Other Program	[illegible]
California	32	32	not specified
Case Western Reserve	30	21-24	not specified
Catholic University	27	60	Law
	30	21	[illegible]
	30	25	[illegible]
Clarion	36	24	History
Denver	27	69	Law
	27	27	History/Archives
Oklahoma	27	30-45	not specified
St. Johns	24	21	Pharmacy
South Carolina	27	28	English
Southern Connecticut	36	86	Law
	30	30	Instructional Technology

Table III-2g: Degree Requirements for all Programs, by School

School	Under-graduate	Masters	Post-Masters	Ph.D.
Alabama		36	30	
Alabama A&M	18	36		
Albany		36	30	
Arizona	21-24	38-MLS 32-M.Ed.		
Atlanta		36	30	
Brigham Young	14	38		
British Columbia		60		
Buffalo		36		2 semesters
Berkeley*		42	30	6 quarters
California, L.A.*		42	72	2 years
Case Western Reserve		36		78
Catholic		36	24	
Chicago		15(courses)	9(courses)	18(courses)
Clarion	24	36		
Columbia		36	30	30
Dalhousie		19(courses)		

Table III-2g: Degree Requirements for all Programs, by School

School	Under-graduate	Masters	Post-Masters	Ph.D.
Denver*		36	27	
Drexel*		36	19	27
Emory*		36	27	
Florida*		20	27	29
Geneseo		36	30-36	
Hawaii		36		
Illinois		40	32	[illegible]
Indiana		36	30	[illegible]
Iowa		33		
Kent	15	36	24	
Kentucky		36		
Long Island		36	30	
Louisiana		34		
Maryland	18	36		36
Michigan		36		50
Minnesota*		32	26	3 quarters
Missouri	18-21	30		
Montreal		49-51		
North Carolina		36		30-36
North Carolina-Central		36		
No. Illinois	18	30		
N. Texas		36	24	60
Oklahoma		36-MLS 34-MALS		
Peabody	18	36	30	
Pittsburgh		36	24	54
Pratt		36	30	
Queens		36	30	
Rhode Island		36		
Rosary		36	30	
Rutgers		36	24	78
St. John		36	24	
Simmons		36		36
South Carolina		36	30	
So. California	18	36	15-20	30
So. Connecticut	30	36		
So. Florida*		33	29	
Syracuse		36	36	78
Tennessee*		31		
Texas		36	30	2 semesters
Texas Womens	18	36	54	30
Toronto		18-½course		2 years
Washington*		38		
Wayne State*		31	27	
West. Michigan	18-20	30-36	30	
West. Ontario		15(courses)		8-10 courses

School	Under-graduate	Masters	Post-Masters	Ph.D.
Wisconsin		30	18	
Wisc./Milwaukee		30-36		
Ball State*		27		
Associate Members:				
Auburn*		29	56	
East Carolina	33	36		
Kutztown	27	30		
Mississippi		36		
Sam Houston	-	-	-	-
So. Illinois		32		64
So. Mississippi	30	36		
West. Kentucky	21-30	33		
West. Maryland		33		
Oklahoma State	37	30-36	60	90

Question 3. How many credit hours must be carried to be counted as a full-time student.

The range of hours at the undergarduate level was from 7 hours to 16 hours, with nine of the 14 AALS member schools requiring 12 hours of undergraduate work, and all four associate member schools requiring 12 hours. The other five schools reporting required 7,9,10,15, and 16 hours respectively.

Masters. The 64 AALS member schools reported a range of from 5 to 15 hours at the Masters level for full-time status, and the associate member range was from 6 to 12 hours. The breakdown by schools is as follows:

Table III-3a: Full-time Student Status, in Hours*-Masters
AALS Member

Number of Hours	School
5	Drexel, Minnesota, South Florida, Tennessee, Washington, Wayne, Ball State
6	Denver
7	Emory, Florida State
8	Catholic, Southern California
9	Alabama, Alabama A&M, Albany, Arizona, Atlanta, Buffalo, Clarion, Hawaii, Iowa, Kentucky, Long Island, Louisiana, Maryland, North Carolina Central, Okalahoma, Pittsburgh, Pratt, Rhode Island, Rosary, St. Johns, South Carolina, Southern Connecticut, Texas, Western Michigan, Wisconsin

*semester hours

Table III-3a: Full-time Student Status, in Hours-Masters
AALS Member

Number of hours	School
12	California-L.A., Case Western Reserve, Columbia, Geneseo, Illinois, Iowa, Kent, Michigan, Missouri, Montreal, Northern Illinois, North Texas, Peabody, Queens, Rutgers, Simmons, Syracuse, Texas Womans, Wisconsin-Milwaukee
15	British Columbia
	Associate Members
6	Auburn, Southern Illinois
8	East Carolina
9	Mississippi, Southern Mississippi, Western Kentucky, Western Maryland, Oklahoma State
12	Kutztown

Post-Masters. Of the 34 schools reporting a post-masters degree, all reported the same hours required for full-time status as a post-masters student as was required of a Masters student, with one exception, (Geneseo), where a foreign student could be counted as a full-time student with 9 hours of work, while the non-foreigners were required to carry 12 hours.

Doctorate. For the doctoral programs, the 24 schools reported that the same number of hours were required to be a full-time student at the doctoral level as were required at the Masters and Post-Masters level, except at the following schools.

III-3b: Full-time student status in hours-Doctorate-Exceptions

Schools	Masters	Joint-Masters	Post-Masters	Ph.D.
UCLA	12	12	4	4
Case Western Reserve	12	12		9
Indiana	12		9	9
Michigan	12			6
Western Ontario	3(courses)			1 (course)
California, Berkeley	8(units)		8 (units)	[illegible] (units)

Question 4. Does your program accept students on a part-time basis?

The number of schools answering yes to this question are as follows:

Table III-4: Acceptance of Part-time Students

	YES: AALS Memb.	Assoc. Member	NO: AALS Memb.	Assoc.
Undergraduate	16	5		
Masters	54*	7	2**	
Post-Masters	33	2		
Doctorate	21			4
Jt. Degree				

*Toronto accepts part-time students only for second year of Masters. Dalhousie accepts part-time students but there must be two terms of full-time residence, one of which must be the first one of admittance to the school.

**California-Los Angeles and Montreal were the two schools stating they do not accept part-time students.

Question 5. What is the maximum time in years allowed for the completion of your program?

The range of times reported by the 64 AALS member schools ranged from one year to no limit. The names of the individual schools have not been listed, but only the number of schools within a specified time-limit.

Table III-5: Maximum Time for Completion of Program

Number of Years	Masters	Post-Masters	Doctorate
1		1	
2	3		
3	4	4	
4	5	4	2
5	23	11	4
6	19	7	4
7	5		4
8	2		2
9			3
10	1	1	2
11			
12			
no time limit	2	2	

Question 6. At the end of the maximum time allowed for completion, are some portions of the program declared obsolete or is the student's program cancelled outright?

An attempt was made to clarify this question with the following: If a course is considered obsolete after a certain period of time, is it possible for a student to continue on in the program and take course work or an examination to update or re-validate the obsolete course?

Table III-6: Action After Expiration of Time Limit

	Obsolete		Cancelled		Other	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member	AALS Member	Assoc. Member
Masters	19	8	9	0	26	1
Post-Masters	12	1	5	0	10	
Doctorate	5	1	3	0	12	0

In the case of obsolete courses, the following amplifications were added. Schools reported the following actions:

- credit hours are reduced by half, Arizona

- some portions are declared obsolete and a new program is planned with an attempt not to repeat content, Atlanta

- no policy but negotiated individually, Buffalo

- students are allowed to exceed the maximum time allowed on a "contract" basis, California-Los Angeles

- each student's record evaluated individually, Case Western Reserve

- some courses are clearly obsolete after 5 years while others (e.g. History of the Book) are not, Catholic U.

- can be re-instated by special permission of the Dean, upon recommendation of the Graduate Committee of the school, Clarion

- student desiring an extension of the time period may petition the faculty. Student concerned is required to submit a petition...and the school's recommendation is then sent to the Dean of Graduate Studies for approval, Dalhousie

- The faculty may declare portions obsolete or cancel the program outright, Emory

- approval of the Graduate College would be required. Each petition is determined on its own academic merit, Illinois

- credit for individual courses may be validated with permission of the instructor of the course and with the approval of the Dean of the Graduate School, Louisiana

- at the Masters level, extension of time up to 10 years are not difficult to obtain. At the doctoral level, the student's dissertation committee has a great deal of discretion, Michigan

- individual course credits depreciate to half the value after 5 years and to zero after 8 years, N. Texas

- if student does not complete the degree in four years, cannot obtain the degree. If they wish to start all over again, they are encouraged to go to another school, Pratt

- in exceptional cases courses taken beyond these periods may be recognized after special examination or other means recommended by the department and given prior approval of the Vice Chancellor for Graduate Studies and Research, Tennessee

- we would likely declare the second year electives cancelled, the first year required courses would be credited, depending on students grades, Toronto

Some schools responded that although they did have a policy about the maximum time, it had never been applied since no such case had arisen in their school. Southern California has its policy under revision.

Of those schools declaring parts of the program obsolete after the time limit expired, the most frequent comments were to the practice of allowing students to petition for an extension of time, and then take more course work to re-validate or replace the obsolete course.

Question 7. What is the minimum time in months possible for a student to complete your program?

When asking this question, only information on the Masters and Doctorate were included. In the future, the Post-Masters degree will be added.

Table III-7: Minimum Time for Completion of Program

Number of Months	Masters		Doctorate	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member
7	1			
9	4		1	
10	2		1	
11	5	1	1	
12	15	7	4	
14	1		1	
15	3		5	1
18	1		1	

The minimum time for the Masters degree was reported almost without comment but the time for the Doctorate was qualified in many cases as being the minimum time for course program only, or else for course work plus exams.

Question 8. Of the credit hours required for a degree, how many hours must be taken by all students in required courses?

The response to this question will be listed first by the number of hours required, and after that by the name of the school and required hours by program. The Post-Masters program was inadvertently omitted from the questionnaire. When asking about "required" courses, the definition provided was "foundation or core courses, required of all students no matter what their specialty might be."

Table III-8: Required course hours by number of hours

Number of Hours	Undergraduate		Masters		Doctorate	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member	AALS Member	Assoc. Member
0			1			
3				1		
5					1	
6	1		4			
7			2		3	
8			1		1	1
9		1	8	1	3	
10			1			
11			2			
12	1		13	1	4	
13			2			
14	1		2	1		
15	1		12	1		
16					1	
17			1			
18	4		6	1		
19			1			
20					1	
21			2	1		
22			1			
24	2	1		1		
28			1			
30		1			1	
33		1				
36		1	2			

Variations at the Masters Level:

Berkeley - 18 units
Chicago - 3 courses
Dalhousie - 8 courses for credit and 3 non-credit
Western Ontario - 8 courses
Toronto - 10 half courses

In reporting the required hours at the Masters degree level, there was some ambiguity in the responses since some of the required hours reported were for work taken at the undergraduate level and could really be considered as pre-requisite hours and not required of all students as part of the Masters program.

Another variation in required courses in the Masters program was a number of hours required of all students, but there was some choice in selection of these required courses. For example, from a group of bibliography courses, all students were required to take six hours of work; or students must select one type-of-library course and one type-of literature course.

At the Doctoral level, the required hours were divided into a specified number for course work and another specified number required for dissertation or thesis credit, or research and/or statistics methods courses.

Table III-9: Required Course Hours by School

School	Under-graduate	Masters	Doctorate
Alabama		15	
Alabama A&M	18	36	
Albany		12	
Arizona	21-24	18	
Atlanta		12	
Brigham Young	14	22	
British Columbia		15	
Buffalo		9	
Berkeley		18	
California-Los Angeles		36	
Case Western Reserve		6	12+18 diss.
Catholic		15	
Chicago		3 courses	1 course
Clarion	24	21	
Columbia		6	6
Dalhousie		11 courses	
Denver		12	
Drexel		7	7
Emory		9	
Florida State		12	9
Gereseo		9	
Hawaii		12	
Illinois		8	16
Indiana		15	6+15 thesis
Iowa		12	
Kent	15	24	
Kentucky		9	
Long Island		12	
Louisiana		13	
Maryland	18	9	12
Michigan		10	8

Table III-9: Required Course Hours by School

School	Under-graduate	Masters	Doctorate
Minnesota		11	5
Missouri		6	
Montreal		24	
North Carolina		12	9
North Carolina Central		21	
N. Illinois		6	
N. Texas		12	12
Oklahoma		15	
Peabody		12	
Pittsburgh		15	0
Pratt		15	
Queens		18	
Rhode Island		18	
Rosary		18	
Rutgers		9	9
St. John		15	
Simmons		12	20
South Carolina		12	
So. California	6	15	6
So. Connecticut		15	
So. Florida		14	
Syracuse		0	12
Tennessee		13	
Texas		15	12
Texas Womans	18	12	0
Toronto		10-½courses	8-½courses
Washington		7	
Wayne		14	
Western Michigan	17-18	9-19	
Western Ontario		8	4
Wisconsin		12	0
Wisc./Milwaukee		18	
Ball		17	
Associate Members			
Auburn		14	
E. Carolina	33	18	
Kutztown	24	12	
Mississippi		9	
Sam Houston		15	
So. Illinois		3	8
So. Mississippi	30	21	
W. Kentucky	9	9	
W. Maryland		24	
Oklahoma State	36		

Question 9. What is the maximum number of credit hours which may be transferred?

Transfer of undergraduate hours was reported by four schools. One AALS school, Southern California, accepts 6 hours of transfer credit at the undergraduate level, and three associate member schools accept undergraduate transfer hours: So. Mississippi (9 hrs.), W. Kentucky (6-12) + Oklahoma State (18 hrs.) respectively. Answers to this question were received from 58 AALS schools and 10 Associate member schools, and the range of transfer hours for the Masters program was from 4 to 24 hours. Twenty-two AALS members and 1 Associate member reported on the Post-Masters with a range of hours from 3 to 24 hours. Thirteen schools reported for the Doctoral program, and the range of hours was from 5 to 30 hours. One school reporting a 24 credit hour transfer and two reporting a 30 credit hour transfer at the Doctorate level qualified it with the statement that this was credit given for MLS work.

Table III-10: Transfer Hours Accepted

	Number of Schools					
Number of Hours	Masters		Post-Masters		Doctorate	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member	AALS Member	Assoc. Member
3			1			
4	1		1			
5	3		1		1	
6	31	7	14	1	2	
7	4				1	
8	1		1			
9	6		2		1	
10	1		1			
11	1	1				
12	4	2	1			
13	1					
16					1	
20						
24	1		1		2	
30					4	
Open			1			

Variations at the Masters Level:

Berkeley - 6 (units)

Western Ontario - 2 (courses)

Dalhousie - a maximum of the equivalent of one academic year study

Question 10. Do you allow transfer credit from a library school which is not ALA accredited?

Of the 10 associate members responding, 9 allow transfer of credit from non-AALS member schools, while Eastern Carolina does not.

Of the 59 AALS schools reporting, 18 stated they do accept transfer credit from non-AALS member schools, but 40 schools do not.

One school stated it depended on individual circumstances, and in all such special cases, in the past it involved transfer of credits from non-North American schools.

Question 11. Are students allowed to exempt any of the required courses?

Table III-11: Exemption of Required Courses

	AALS Member		Associate Member	
	Yes	No	Yes	No
Undergraduate	4	1	3	2
Masters	53	9	7	2
Post-Masters	8	5	1	-
Doctorate	8	10		1

Of the doctoral programs allowing exemption of required courses, eight schools allow such exemptions and it is consistent with the exemptions allowed in their other degree programs.

Question 12. If exemption of a required course is allowed, how is the exemption determined?

The use of an exam is used by 26 AALS member schools and 5 associate member schools. However, some schools added the message that although an exam was an available option, no one had ever either attempted it, or attempted but had not passed. Accepting a transcript was used by 37 AALS member schools and 6 associate member schools, with the stipulation that course descriptions from the catalog or an outline of the course content was also consulted.

Of the 20 schools that marked "other" as a possibility, 5 schools used a consultation with the advisor, the student, and the instructor who would be teaching the course. Four schools evaluated the student's work experience and administered an oral exam. One school depended on an interview with the dean to determine exemption. Other variations were comparing syllabi (two schools); completion of a project (1 school); negotiation

(1 school); and six schools have other means of determining exemption but did not specify what they were.

Thirty of the total seventy three schools responding to this question use two or more means of determining exemption.

Question 13. If exemption is permitted, does a student gain credit for such courses?

This question was put in perspective by another question, i.e. If exemption from a required course is allowed, and credit hours given, does this reduce the length of time for the student's program.

Of the AALS member schools, eleven said that credit was given for exempted courses, and twenty-one said no credit was given. Of the associate member schools, two allow credit for exemption while four do not.

The area of allowing exemption of required courses and subsequent action of courses are successfully exempted is a very qualified area. The various statements appended to the yes or no answer follow.

Atlanta: This varies, usually it does not reduce the number of hours. The student takes 36 semester hours and has to select elective courses.

Brigham Young: Sometimes. If the course is transferable, yes. If not, no. Credit is earned if the student passes a proficiency test in a course, but no one has ever tried.

California-Los Angeles: No credit. If exemption is permitted, course requirement is waived.

Chicago: If students have completed course work beyond the bachelor's degree, the A.M. program will be shortened.

Dalhousie: Yes, if transfer of credit is involved; otherwise no.

Florida State: No, only content exemption.

Geneseo: Only in the case of transfer courses.

Hawaii: Yes, for transfer of courses.

Indiana: No, he or she would take an advanced course in substitution.

Iowa: Only if it is graduate credit from an AALS program or from the University of Northern Iowa.

Kent: Gains hours of credit, but not a letter grade. These hours count toward the degree, thus reducing the length of time slightly.

Michigan: No. An elective course may then be taken instead. There is no reduction in total hours required.

Minnesota: No.Simply gains flexibility in design of total program.

Missouri: Only if the courses were taken elsewhere and the courses transferred in. Not if exempted on basis of proficiency exam.

Montreal: If course is fully equivalent, yes - up to 24 credits.

No. Illinois: Not for graduate credit.

No. Texas: Exemption in our school only entitles a student to substitute; it does not reduce number of hours.

Peabody: Yes, up to six hour limit.

Pittsburgh: Exemption can be gained with or without credit. For credit must complete an exam.

Pratt: A Waiver would be the more appropriate terminology. The student is allowed to take other courses in place of those which are waived.

Rhode Island: He can, depending on the performance and with the recommendation of the testing officer.

Rutgers: Only if the basis of the exemption is a course taken in an AALS member program. Reduction in time would be at most the length of a summer session.

St. John: If exemption is among 6 transferred in MLS, yes; otherwise no. On Post-Masters level, not applicable towards 24 credits.

So. Connecticut: Student must take another 3 credit hour course.

So. Florida: Student must first enroll in the specific course. If proficiency examination is passed successfully, student will receive credit for that course.

Toronto: Transfer students must complete a minimum of 8 half-courses towards the MLS degree at this facility.

Western Michigan: Yes, if the student pays the credit by examination fee.

Wisconsin: We don't actually give credit that is recorded on the transcript. We reduce the required program length from 30 to 24 credits on the library school's internal records.

Associate member schools:

E. Carolina: Credit by examination.

Mississippi: Only if in six hours of transfer.

Question 14. Does your school have a thesis requirement? and
Question 15. Is a thesis optional?

Terminology in the responses to this question indicated a thesis may also be called a Masters Paper, Professional Paper, Specialist Paper or Independent Study.

Table III-12: Thesis Required

	Required				Optional			
	AALS Member		Assoc.Member		AALS Member		Assoc. Member	
	Yes	No	Yes	No	Yes	No	Yes	No
Masters	11	50	0	10	27	25	8	2
Post-Masters	9	19	1	1	7	16	2	0

No option may be interpreted as either not having a choice because the school requires a thesis; or it may mean that the school does not require a thesis and the student does not have an option to choose to write a thesis. This was not asked for the doctorate, assuming that all programs would require a dissertation.

Question 16. How many credit hours may be earned through a thesis?

Table III-13: Thesis Hours Earned

Number of Hours	Masters**		Post-Masters***	
	AALS Member	Assoc.Member	AALS Member	Assoc.Member
3	4	3		
4	1		1	1
5	1	5		
6	16	1	7	1
7			1	
8	2			
11	1			
12	1			
18			1	
20	1			

Variable Number of Hours:

Hours	Schools
1 to 3	1
1 to 4	1
1 to 6	2
1 to 9	1
2 to 6	1
9 to 11	1

**Chicago - One course
 Dalhousie - Four courses

**Three schools require a thesis for the Masters, but no credit is given.
***One school requires a thesis for the Post-Masters, but no credit is given.

Table III-14: Thesis Credit Which May be Earned, by Schools

School	Masters	Post-Masters
Albany	2-6	2-6
Atlanta	6	6
Brigham Young	4	
Buffalo	6	
Catholic	1-6	
Chicago	1 Course	
Clarion	1-3	
Dalhousie	4 Courses	
Denver	2	
Drexel	12	12
Florida State	4	
Geneseo	6	variable
Hawaii	6	
Illinois	8	
Indiana		6
Iowa	6	
Kent	6	
Kentucky	6	
Long Island	3	
Louisiana	1-9	
Minnesota	11	
Montreal	20	
North Carolina Central	6	
No. Illinois	1-6	
No. Texas	6	6
Oklahoma	1-4	
Pittsburgh		18
Pratt		6
Queens		6
Rutgers		6
South Carolina		0
So. California	4	4
So. Connecticut	6	
So. Florida	5	5-7
Tennessee	5	
Texas	3	
Texas Womans	6 (MA)	
Toronto	6	
Washington	6-9	
Wayne	2	
West Michigan	6	6

Table III-14: Thesis Credit Which May be Earned, by Schools

School	Masters	Post-Masters
Wisconsin	3-6	
Ball	5	
Auburn	2	2
Mississippi	6	
Sam Houston	6	
So. Illinois	6	
So. Mississippi	3	
W. Kentucky	6	
W. Maryland	6	
Oklahoma State	6	6

Question 17. Does your program offer field work experience for credit?

Field work experience was defined as supervised work in a library or information agency. It should not include field trips as part of a class-based course, or special activities such as storytelling.

Table III-15: Field Work Courses for Credit

	AALS Member		Assoc. Member	
	Yes	No	Yes	No
Masters	57	7	9	-
Post-Masters	17	12	2	-

The following schools are those who report no field work for credit for the Masters degree: Chicago, Geneseo, Louisiana, Pratt and Texas Womans. British Columbia and Dalhousie require field work for graduation, but do not give any credit. The schools not offering field work at the Post-Masters level are: Chicago, Columbia, Drexel, Emory, Minnesota, Pratt, Rutgers, Simmons, So. California, Texas, W. Ontario and Wisconsin.

Question 18. Is field work required of all students?

Sixty-four schools answered this question, and 4 AALS schools have required field work. These are: British Columbia, Dalhousie, Missouri, Montreal. Three associate member schools also have required field work. These are: Auburn, Sam Houston, and W. Maryland. Fifty-two AALS member schools do not require field work and neither do 5 of the associate member schools.

Qualifications to the answers to this question were:

- required only for those with less than three years experience

- required, unless student has had one full year of professional experience as a librarian

- unless has had two or more years of successful experience as a school librarian as determined by letter from administrator

- only those in school library media specialization (3 schools)

- recommended for all students without prior work experience

- two levels of field experience available - beginning and advanced professional

- no credit given, but required for graduation

Question 19. How many credit hours are allowed for field work? Minimum and maximum.

Table III-16: Hours Awarded for Field Work

Number of Hours	Minimum AALS Member	Minimum Assoc.Member	Maximum AALS Member	Maximum Assoc.Membe
1	14	1		
2	10	3	6	1
3	25	5	21	2
4	5		4	1
5			2	
6			18	2
7			1	1
8			1	1
9			1	1
12			1	

Question 20. Is a comprehensive exam a requirement for graduation?

Table III-17: Comprehensive Examinations

	AALS Member		Assoc. Member	
	Yes	No	Yes	No
Masters	23	39	10	0
Post-Masters	7	25	2	0
Doctorate	21	0	2	

Question 21. How many different courses were taught away from the main campus during the last report period?
Question 22: Of these courses, how many were required and how many were electives?

If a university was composed of a number of campuses at different locations in the state, the "main" campus would be that one where the library school had its permanent building and its administrative offices. Off-campus teaching would include any branch or regional campus of the university, as well as any other non-university location, such as a public library.

Table III-18: Courses Taught Off-Campus*-AALS members

School	Number of Courses	Required Masters	Required Post-Masters	Electives Masters	Electives Post-Masters
Alabama	4	4			
Albany	8	1		7	
Brigham Young	9	9		3	
Catholic U.	10	8			2
Clarion	1			1	
Florida State	6	2		4	
Geneseo	8			8	
Illinois	2			2	
Indiana	20	19		1	
Kent	11	4		7	
Kentucky	8	3		5	
Long Island	7	5		2	
Louisiana	6	3		3	
Michigan	13	3		10	
Missouri	4	2		2	
North Carolina	3			3	
No. Illinois	9			5	
No. Texas	8	4		4	
Peabody	3			3	
Pratt	8			6	2
Rhode Island	12	7		5	
Rutgers	9			6	3
So. California	3	3			
So. Connecticut	8	2		6	
So. Florida	9	5		4	
South Carolina	4	2		2	
Texas Womans	7	1		6	
Toronto	7	1		6	
Wayne	4			4	
West. Michigan	10	2		8	
West. Ontario	6	6			
Wisconsin/Milw.	2			2	
Total	229	94	0	128	

*schools not included in this table indicated no off-campus courses

Table III-18: Courses Taught Off-Campus-Associate members

School	Number of Courses	Masters	Post-Masters	Masters	Post-Masters
Auburn	4	2		2	
East Carolina	1	1			
Mississippi	8	3		5	
Oklahoma State	9	6		3	
Sam Houston	14	7		7	
So. Mississippi	9	3		6	
West. Kentucky	6			6	
Oklahoma State	9	6		3	
Total	51	22	0	29	0

Question 23. How many courses offered away from the main campus were taught by full-time faculty, adjunct visiting faculty, television, correspondence or other means?

Of the 229 courses offered off-campus, 142 or 62 percent were taught by full-time faculty in AALS member schools, and of the 51 courses taught at Associate member schools, 48 or 94.2 percent were taught by full-time faculty. Adjunct or visiting faculty taught 87 courses or 37.9 percent of the off-campus teaching load at AALS member schools, while 3 courses or 0.59 percent of the 51 off-campus courses were taught by adjunct faculty.

No courses were offered via television or by any other means, other than one correspondence course offered by Catholic University.

Question 24. How many courses were taught on the main campus during the last report year?

Question 25. Of these courses offered during the last report period, how many were for:

A. Undergraduate credit only
B. Undergraduate or Masters credit
C. Masters credit only
D. Masters or Post-Masters credit
E. Post-Masters credit only
F. Post-Masters or Doctoral credit
G. Doctoral credit only

The answers to these two questions have been combined in the table following:

- next page -

Table III-19: Courses Offered by School and Program

School	Number of Courses	A	B	C	D	E	F	G
Alabama	46		8	2	32	4		
Alabama A&M	28	1		3	3			
Albany	75	5	5		63	2		
Arizona	35	2	8		42			
Atlanta	29		6		22	1		
Ball State	43	14		29				
Berkeley	57	2	2		53		53	
Brigham Young	32	4	4	24				
British Columbia	36			36				
Buffalo	38			45				
California, L.A.	58			53			53	
Case Western Reserve	58			52				6
Catholic	57		4		53			
Chicago	52				52		52	
Clarion	33	5	3	25				
Columbia	58			19	35		4	
Dalhousie	33			33				
Denver	57		4	50				
Drexel	53				48		4	1
Emory	34	1		31	2			
Florida State	48	3	3	34		2		6
Geneseo	63		2	69				
Hawaii	34			34				
Illinois	39		7		29			3
Indiana	68		15	52	53		2	3
Iowa	28		8	20				
Kent	40	5	3	7	25			
Kentucky	36		9	27				
Long Island	37			37				
Louisiana	23			23				
Maryland	95	8		85				
Michigan	54				55			4
Minnesota	33		7		23		3	
Missouri	41	5	10		26			
Montreal	33			33				
North Carolina	55	2	11		40			2
North Carolina Central	55	2	8	43	25			
N. Illinois	29	4	3	22				
N. Texas	64		15			49		
Oklahoma	34			32				
Peabody	44		12	36				
Pittsburgh	121	9		3	112	112	112	15
Pratt	45			17	25	3		
Queens	37			37				
Rhode Island	35			35				
Rosary	30			30	13			
Rutgers	67			3	51	4	9	1

Table III-19: Courses Offered by School and Program

School	Number of Courses	A	B	C	D	E	F	G
St. Johns	32		3	7	25			
Simmons	35			23	9			3
South Carolina	47	3		3	41			
Southern California	27	2	4		22			
Southern Connecticut	51	12			39			
South Florida	35	2	4	31				
Syracuse	49	1	6		41			1
Tennessee	41	3	4	34				
Texas	46	2			42		43	1
Texas Womens	28			13	15		11	2
Toronto	63			60				3
Washington	43		14	29				
Wayne	34	2	10	22				
Western Michigan	37	3	7		27			
Western Ontario	46			46				
Wisconsin	44		6		38			
Wisconsin/Milwaukee	30	1	10	20	26			
Associate Members:								
Auburn	20	1	8		11			
Eastern Carolina	44	5	19	20				
Kutztown	24	14		10				
Mississippi	46		20	26				
Sam Houston	23			23				
So. Illinois	26	1	10		15			2
So. Mississippi	33	3	10	20				
Western Kentucky	12	2	7	5				
Western Maryland	8			8				
Oklahoma State	75		30		45			

Question 26. How many courses in your catalog are cross-listed with other units of instructions?

The guidance for this question stated that to be a cross-listed course based in a department, the major teaching responsibility for that course should be carried out by that department. Schools were not asked to specify which departments were involved in cross-listing, which would have returned some useful information. It might also have cleared up some ambiguity between cross-listing a course and having courses which are open to students in the university, other than library science students, but which are listed only in the catalog of the library school.

Table III-20: Courses Cross-Listed with Other Units of Instruction

School	Based in Library Science	Based in Other Units
Alabama A&M	3	3
Arizona	3	3
Atlanta	4	4
Buffalo	1	
Case Western Reserve	1	2
Chicago	11	2
Clarion		4
Dalhousie	4	
Denver		4
Emory	1	
Florida State		1
Geneseo	3	
Illinois	2	
Iowa	1	3
Kent		3
Kentucky	3	1
Louisiana	2	
Maryland	4	
Michigan	3	2
Missouri	2	3
Montreal	1	
North Carolina		3
North Texas	1	
Northern Illinois		1
Oklahoma		1
Peabody		2
Pratt	17	
Queens		1
Rutgers	2	3
Saint John	3	
Southern California		6
Syracuse	2	
Tennessee	3	1
Texas Womans	6	2
Wayne State	2	12
Western Michigan	3	1
Wisconsin	3	1
Wisconsin/Milwaukee	1	3
Associate Members		
Kutztown	1	1
Sam Houston	2	
Western Kentucky	3	4
Western Maryland	2	4

Question 27. Is there a residency requirement for students for graduation? If yes, please specify: a. masters, b. post-masters, c. doctorate.

Of the 61 schools responding to this question, thirty-eight indicated there was a residency requirement, and twenty-three said no.

The question then asked about the specific residence requirement for Masters, Post-Masters and Doctorate, but the answers to this question were so non-standard that listing them all would provide no useful information. Schools variously reported their residence requirements in terms of semester hours, credit hours, quarters, semesters, months, number of courses, number of units, percentage of the program, and years. This item of curriculum information will have to wait until the next time the questionnaire is sent out, when the information sought will be asked for in a standard unit.

Question 28. Have you engaged in major or minor curriculum change during the report period?

This question asked for the changes in the curriculum to be categorized as either major or minor, and resulted in a division that was not particularly useful. Schools differ greatly as to what they consider a major change and what is considered a minor change. One school might report the addition of two courses as being a major change, while another school might report that adding six new courses was a minor change. Therefore the responses to this question will be grouped by category of change.

1. Added New Courses

Alabama A&M: two new courses added

California-Los Angeles: New courses added: Computer-based reference services and Computer-based cataloging services.

Case Western Reserve: Three new courses have been introduced; one requirement dropped.

Catholic: Addition of six new courses

Clarion: Added two courses: Public rural library in America, and Libraries, literature and the child.

Columbia: Added new courses

Denver: Added one required course: Computer-based retrieval

Drexel: Initiation of four intensive two-credit short courses for summer term

Emory: Addition of two courses in media at the sixth year level

Florida State: Two new courses

Kent: Seminar in On-line Searching: Medical Librarianship; OCLC: Serials Work; Course on Archives.

North Carolina Central: Added required course in management.

No. Illinois: Additional courses in information science, and bibliography were proposed and submitted for consideration to the University curriculum committee.

Peabody: Dropped 3 courses, 5 hours, and added five 1-hour courses.

Simmons: Began discussions which lead to new course offerings.

So. Connecticut: Eleven new graduate courses.

So. Florida: Added two new elective courses.

Texas Womans: Two special topic courses: Multi-cultural Librarianship and Legal Research. One new course, The Junior-Community College Library.

Toronto: Two new half-courses added.

Western Michigan: Added introductory course in Information Science area.

Wisconsin: Added a course or two.

Wisconsin-Milwaukee: Consideration of additional courses.

Ball State: Six new courses added.

2. Added New Programs

British Columbia: Archival program.

Indiana: Development of a dual masters degree program with School of Music. Development of a specialist (Sixth Year) degree program.

Long Island: New program in Business Librarianship introduced. Competency Based education program approved by faculty.

Missouri: Added sub-program in Archive Administration.

So. Connecticut: Joint masters degree programs in Library Science/History and Instructional Technology/History.

Texas Womans: Learning Resources Specialists Certification, (and Learning Resources Endorsement). Programs are now operational.

3. Revised or Studied the Total Curriculum

Indiana: Ph.D., final preparation of total overhaul of program.

Kentucky: Major curriculum review the previous report period. Changes were

Montreal: Program has been re-structured. New first year is operational and new second year will start in September.

No. Illinois: Process of revising pre-requisites and course requirements.

North Carolina: We have approved a two-year curriculum and are awaiting approval from Graduate School.

Oklahoma: Undertaken to accomplish COA recommendations. Curriculum completely rebuilt.

Rhode Island: Full discussion of the curriculum with a view toward major change to be instituted in Fall, 1980. All changes not yet clear.

Rutgers: Began major review of the MLS and Ph.D. curricula.

Simmons: Began a curriculum review and revision.

So. California: Curriculum revision to be approved Spring, 1980.

Washington: Created new curriculum.

4. Revised Areas Within the Curriculum

Alabama: Rethinking the core curriculum.

Atlanta: Additional courses and changes in course content were made to place greater emphasis on storage and retrieval of information and on computer application to acquisitions, cataloging, reference, circulation and management.

Emory: Restructuring of technical services sequence.

Long Island: New concentrations added to 6th year program and undergraduate electives designed.

Louisiana: We are examining our core curriculum content.

Minnesota: Examination of the role of information science in the curriculum.

So. Connecticut: Review and modification of graduate Instructional Technology program.

Washington: Built program on two team-taught 6 credit each theoretical courses.

5. Changed Catalog Description, or Changed Hours

Albany: Some minor changes made in title/description of certain courses.

Arizona: Cleaning up anomalies in catalog.

Brigham Young: A few courses have been renumbered and revised. Only minor changes.

Denver: Changed credit hours for each of the required courses.

Florida State: Changes in hours for two doctoral seminars.

Peabody: Updated titles and course description of two courses.

So. Florida: Made some course description changes.

Toronto: Minor changes in wording of course descriptions and requirements.

6. Revised Certain Courses

British Columbia: Constant re-assessment in individual courses.

Denver: Major revision of content of majority of courses.

Drexel: Routine updating of regular courses.

Indiana: Expansion of cataloging and classification sequence.

Washington: Included more user emphasis in courses; less institutional emphasis.

Western Michigan: Re-evaluation of Libraries and Librarianship course.

7. Other Changes

Catholic: Re-evaluating the differences between masters and post-masters courses; courses formerly open to or designed for post-masters students are now open to masters students with relevant experience. Relevant experience is now the criteria for admission to these courses rather than the possession of the masters degree alone.

Illinois: Continuing discussion and planning for increasing length of program. CAS submission to University of proposal to increase program from 8 to 10 units.

Louisiana: Lengthening the number of credit hours required to award a degree.

Maryland: The development of "tracks" or recommended courses for students wishing to become librarians in specific subject areas.

Pittsburgh: Eliminated cross listing of information science and library science courses taught by different departments in the same school.

St. Johns: Serious discussions of alternative New York Metropolitan area markets.

Simmons: School changed its name.

Texas Womans: Library School offered up to six hours graduate work in England in its London Bibliographic Tour.

Washington: Upgraded all courses in M.Libr. program to graduate level. Virtually eliminated "type of library" courses.

Wayne State: Converting from quarter system to semester plan.

Western Ontario: Change in required course structure.

Question 29. Do you have a standing curriculum committee within the school?

Of the 63 AALS member schools answering this question, 61 schools do have standing curriculum committees.

Chicago and Berkeley do not have a curriculum committee, but Berkeley does have separate committees for each program, who have curricula responsibility within their charges. Four schools do not have standing committees, but the faculty as a whole is responsible for curriculum. These four schools - Louisiana, Pratt, Simmons and So. California - have been included as a Yes, because when looking at the number of faculty members on the curriculum committee as reported by other schools, it would appear that their curriculum committee indeed constitutes the whole of the full-time faculty.

Of the 10 associate member schools responding, six have curriculum committees, while Auburn, Mississippi, So. Illinois and W. Maryland do not.

Question 30. What is the composition of your curriculum committee, in numbers?

Table III-21: Number of People on Curriculum Committee, by Position

Number on Committee	Faculty		Students		Staff	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member	AALS Member	Assoc. Member
One			14	2	4	0
Two	4	1	25	2	1	
Three	22		8	1	1	
Four	6	2	2			
Five	9	1				
Six	3					
Seven	1	1				
Eight	1					
Nine	1					
Ten	1	1				
Fifteen	1					

Others: Eleven schools have representatives other than faculty, students, or staff. However, some of the schools count the Dean as faculty, while other schools do not. Also the status of the library school librarian varies in that some schools indicate the position as staff, while other schools indicate it as "other." No school qualified the library school librarian as faculty.

Table II-22: Curriculum Committee, by School
(X=number not stated)

School	Faculty	Students	Staff	Others
Alabama	3	1		
Alabama A&M	3	1		
Albany	4+1*	2		
Arizona	3	2	1	
Atlanta	5			
Berkeley	N/A			
Brigham Young	3	1		
British Columbia	X	X		
Buffalo	3	1		1 practitioner/ alumni
California-L.A.	5	5		3 librarians 2 advisory council 1 graduate advisor
Case Western Reserve	X	X		
Catholic	X	X		
Chicago	N/A			
Clarion	3	2		
Columbia	X	X		
Dalhousie	4	3		
Denver	5	2		
Drexel	6	2		
Emory	3	2		
Florida State	5	2		
Geneseo	3	1		
Hawaii	3	1		
Illinois	5	3		
Indiana	6	2	1	
Iowa	2	2		
Kent	2	1		
Kentucky	5	1		
Long Island	5	2		
Louisiana	4	2		
Maryland	6	3	2	
Michigan	4	4		
Minnesota	3	2		
Missouri	5	1		
Montreal	X	X		Rep. of library
North Carolina	3	2		Practitioner
No. Carolina Central	X	X	X	Alumni
No. Illinois	4	1		
No. Texas	3	3		

Table III-22: Curriculum Committee, by School
(X=number not stated)

School	Faculty	Students	Staff	Others
Oklahoma	3	2		
Peabody	3	1-2		
Pittsburgh	Yes	Yes		
Pratt	All	2	1	
Queens	5	1		
Rhode Island	3	1		
Rosary	X			Dean
Rutgers	7	2		
St. Johns	All	2		Occasionally, library sci.lib
Simmons	All			
So. California	N/A			
South Carolina	3	3		
So. Connecticut	8	5		
So. Florida	2	1		
Syracuse	2	2		
Tennessee	3	2		
Texas	15	2		
Texas Womans	4	2		
Toronto	9	4		3-from any of the above constituencies or outside assessors
Washington	3	1		1 alumni
Wayne State	3			
West. Michigan	X	X		
West. Ontario	3	3	3	Dean and Librarian
Wisconsin	3+Dean	2	1	
Wisc./Milwaukee	3	2		4 alumni 1 rep. Univ. library
Ball State	10	2		
East Carolina	7	2		
Kutztown	2			
So. Mississippi	4	2		
W. Kentucky	10	3		
Sam Houston	4	1		
Oklahoma State	5	1		

Question 31: Was there anyone assigned released time or compensated time for the planning, supervision or coordination of curricula?

Question 32: If yes, what percentage of that person's time was assigned?

Six of the AALS member schools indicated they had such a position.

Table III-23: Released Time for Curriculum Planning

School	Percentage of Time
California, L.A.	100%
Catholic U.	? (position indicated but not time)
Denver	50%
Florida State	33.3%
Rutgers (4 people)	12.5% per person
So. Florida	16.2%

Question 33: Are there curriculum changes under serious/active consideration?

The responses to this question will be grouped by type of consideration.

Integrated Core

Albany, British Columbia, Catholic U., Florida State, Louisiana, Missouri, Rhode Island, St. Johns, So. California, Texas. Associate Members: Auburn, Kutztown.

Sixth Year Program

Alabama A&M, Buffalo, Dalhousie, Florida State, Missouri, Oklahoma, Rhode Island, So. Connecticut, Western Michigan, Wisconsin-Milwaukee. Associate Members: So. Mississippi.

Doctoral Program

Case Western Reserve, Catholic U., Denver, So. California, Wisconsin-Milwaukee.

Two-Year Masters

Catholic U., Louisiana, Minnesota, Montreal, North Carolina, Syracuse (Information Resource Management), Texas. Associate Member: Auburn.

Joint Masters (by school) /-- indicates Library Science

Atlanta: Business Administration/ -- History for training of archivists/--
British Columbia: Archives/ --
Buffalo: Music/-- Law/--
California, Los Angeles: Management/-- History/--
Case Western Reserve: Law/-- Management/--

Joint Masters (by school) continued

Clarion: Business Administration/--
Dalhousie: Administration/--
Denver: Business Administration/-- International studies/--
Indiana: Hsitory/-- Archivist & Mss. administration/--
Long Island: MBA/-- MPA/--
Missouri: Sociology/-- History/--
N. Illinois: Allied health/-- Archives/-- Business/--
Oklahoma: Law/-- Fine Arts/-- Engineering/--
Rhode Island: History/-- Chemistry/-- AV/--
Rutgers: MEd. with specialization in reading/-- M. Social work/--
St. Johns: Law/-- Business/-- Business Information Management/--
Tennessee: MBA/--
Texas: Management/-- Latin American Studies/-- Law/--
Toronto: MA in Teaching/--
Wayne State: Art history/-- History/--
Western Michigan: Medieval Studies/--
Wisconsin-Milwaukee: Music/-- Geography/--

Associate Members:
Mississippi: Business/-- Law/--
Western Kentucky: Media technology/--

Joint Masters (by subject)

Administration: Dalhousie

Allied health: N. Illinois

Archives: British Columbia, Indiana, No. Illinois

Art History: Wayne State

A-V: Rhode Island

Business Administration: Atlanta, Clarion, Denver, Long Island, No. Illinois, St. Johns, Tennessee

Business Information Management: St. Johns

Chemistry: Rhode Island

Education: Rutgers

Engineering: Oklahoma

Fine Arts: Oklahoma

Geography: Wisconsin-Milwaukee

History: Atlanta, California-Los Angeles, Indiana, Missouri, Rhode Island, Wayne

Joint Masters (by subject)

International Studies: Denver

Latin American Studies: Texas

Law: Buffalo, Case Western Reserve

Management: California-Los Angeles, Case Western Reserve, Texas

Medieval Studies: Western Michigan

Mss. Administration: Indiana

Music: Indiana

Public Administration: Long Island

Social Work: Rutgers

Sociology: Missouri

Teaching: Toronto

Other curriculum changes under consideration:

Alabama: Revised core.

Berkeley: Revision of curriculum to include non-library application

Buffalo: Undergraduate major in information science

Case Western Reserve: Reinstatement of requirements. Introduction of modular format.

Chicago: General review of curriculum in order to restructure core of required courses.

Florida State: Full revision of Masters

Indiana: Complete revision of cataloging and classification sequence.

Long Island: Film librarianship

Minnesota: Expansion of the role of information science and technology

North Carolina Central: MLS/JD

No. Texas: Reinstitution of an undergraduate major

Peabody: Complete revision in light of recent merger with Vanderbilt

Pittsburgh: Programs: Drug information specialist and Agricultural information specialist.

Pratt: Revision of full curriculum

Queens: Major in library science with a 12 credit minor in other college departments (art, history, etc.)

Rutgers: Intensive review of whole curriculum

Simmons: Expand information science program and different course configuration

So. California: Revision to the ideas of information transfer

Tennessee: Augment information management offerings

Texas: Expand rare book program

Texas Womans: Complete revision of curriculum

Western Michigan: Re-evaluation of school media specialist

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities which were offered primarily for practicing professionals. Courses which are primarily taken as part of a masters degree program are not included.

Of the 67 library education programs holding AALS institutional membership as of January 1, 1980, 57 schools responded to this section of the AALS questionnaire. To survey the AALS Associate Member institutions a request for data was sent to each of the 37 schools holding associate membership in AALS in 1979. Responses were received from seven schools. The degree to which this low return rate reflects the absence of continuing education programs in the remaining 30 Associate Member schools is uncertain. In any case, data on continuing education activities from the few Associate Member schools reporting are included and presented in a separate section.

Only descriptive data are presented in this report. No attempt has been made to go beyond this level to calculate correlations or otherwise analyze in depth.

Table V-1 lists by school the number of continuing education events offered during the 1978-79 year, the clock hours of instruction and the total enrollments. Since some schools reported clock hours and others reported days and still others did not designate, some interpretation was required. In order to report and make comparisons, all duration figures were converted to hours with one day equal to six clock hours of instruction unless otherwise specified.

Table V-1

Number of Events, Duration & Enrollment

School	Number of Events	Clock Hours	Enrollment
Alabama			
Alabama A & M	2	18	15
Albany	4	30	201
Arizona	3	12	210
Atlanta			
Brigham Young	2	8	81
British Columbia	5	60	535
Buffalo	18	106	460
Berkeley	3	18	150
UCLA			
Case Western Reserve	4	164	191

School	Number of Events	Clock Hours	Enrollment
Catholic	5.	120	110
Chicago			
Clarion	1	6	51
Columbia	11	201	248
Dalhousie	28	171.5	1158
Denver	13	432	330
Drexel	15	126	599
Emory	3	150	106
Florida State	1	15	200
Geneseo	19	121	680
Hawaii	5	18	
Illinois	4	42	262
Indiana	3	24	140
Iowa	8	51	655
Kent	5		
Kentucky	15	90	738
Long Island	6	44	605
Louisiana	2	15	149
Maryland	7	72	97
Michigan	4		147
Minnesota	6	102	130
Missouri	14	120	400
Montreal			
North Carolina	3	61	128
North Carolina Central	1	7	
Northern Illinois	4	8	177
North Texas			
Oklahoma			
Peabody	1	6	80
Pittsburgh	7	54	1000
Pratt	1	10	11
Queens			
Rhode Island	4	18	101
Rosary	1	30	57

School	Number of Events	Clock Hours	Enrollment
Rutgers	10	99	710
St. Johns	13	38	540
Simmons	8	168	434
South Carolina	5	40	195
Southern California	3	70	65
Southern Connecticut	8	29.5	298
South Florida	1	8	22
Syracuse	3	54	290
Tennessee	2	24	62
Texas	3	45	68
Texas Woman's	7	404	183
Toronto	13	57	930
Washington	3	66	351
Wayne State	4	80	188
Western Michigan	5	54	414
Western Ontario	4	69	
Wisconsin-Madison	40	329	2148
Wisconsin-Milwaukee	4		

In summary form, Table V-2 compares the total continuing education activities by type with the total hours of instruction and total enrollments. Fifty-seven (85%) schools reported a total of 374 continuing education activities occupying 4,165 hours of instruction. More schools used the workshop format than any other; forums were used by the fewest number of schools.

Table V-2

Summary of Number of Continuing Education Activities, Duration and Enrollment

	No. of Schools Reporting	No. of Events Held	Duration: Total No. Hours	Total Enrollment
Institutes	24	51	1,525	2,286
Seminars	16	38	505	1,371
Workshops	42	158	1,236	6,229
Conferences	20	29	254	3,046

	No. of Schools Reporting	No. of Events Held	Duration: Total No. Hours	Total Enrollment
Forums	2	24	61.5	1,300
Short Courses	7	18	346	421
Colloquia	4	26	38.5	395
Other	9	31	199	2,214
TOTALS		374	4,165	17,302

Looking specifically at a comparison of types of activities, one sees in Table V-3 a fairly even distribution of the number offered over the types of activities, with the exception of workshops. This category representing 42 percent of the total, is substantially larger than the next highest type being institutes with 14 percent of the total. Moreover, more schools offered workshops than any other type. Table V-3 further shows the range per institution, the mean number per institution, and the median number per institution for each type of activity.

Table V-3

Types of Continuing Education Instruction

	No. of Schools Reporting	No. Held	Range per Institution	Mean No. per Institution	Median No. per Institution
Institutes	25	51	1-6	2.8	1
Seminars	16	38	1-10	2.37	1.5
Workshops	42	158	1-17	3.76	2
Conferences	19	29	1-3	1.52	1
Forums	2	24	1-23	12	12
Short Courses	7	18	1-4	2.57	2
Colloquia	4	26	3-10	6.5	6.5
Other	8	31	1-14	3.87	2

It was the intention of the questionnaire to solicit information about CEU credit so that the number of CEU's awarded could be reported. However, the reporting was not sufficient nor comparable to accomplish such a report. Therefore, whether or not CEU's were available is reported. Of the 57 schools, 22 of them reported that CEU's were awarded and 29 schools did not indicate their availability. Five schools reported continuing education instruction available for academic credit. Although some schools offered CEU credit for some instruction and not other, most schools offering CEU credit appear to offer such credit for the entire range of their continuing education activities.

Table V-4 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education activity. Institutes occupied the largest single amount of hours of instruction. The total number of hours for Institutes, 1,525, ranges from six hours per institution to 253 hours. Similar ranges can be seen for the other types of activities.

The median number of hours of instruction ranges from 48 per institution for Institutes to 7.7 hours per institution for Colloquia with three hours for the category "Other". For these data for individual schools, refer to Table V-1.

Table V-4

Hours of Instruction

Type	Total Hours	Range per Institution	Mean No. of Hours per Institution	Median No. of Hours per Institution
Institutes	1,525	6-253	63.5	48
Seminars	505	2-126	31.5	24
Workshops	1,236	6-630	29.4	19
Conferences	254	4-60	12.7	12
Forums	61.5	4-57	30.7	30.7
Short Courses	346	15-108	49.4	48
Colloquia	38.5	7.5-20	9.6	7.7
Other	199	2-136	22.1	4

Table V-5 provides information on enrollment totals and range, as well as mean and median enrollments per institution. Workshops show the highest figure of 6,229 (36%) of the total enrollment. Enrollment totals by schools are provided in Table V-1.

Table V-5

Enrollments

Type	Total Enrollment	Range per Institution	Mean Enrollment per Institution	Median Enrollment per Institution
Institutes	2,286	8-450	95.2	61
Seminars	1,371	15-400	85.6	40
Workshops	6,229	8-702	148.3	78
Conferences	3,086	30-260	154.3	106
Forums	1,300	150-1150	650	650
Short Courses	421	15-160	60.14	45
Colloquia	395	60-250	98.75	60
Other	2,214	45-1319	246	100

As shown in Tables V-6 and V-7, some schools limited their interests to geographically proximate areas, but most schools are interested in attracting a wide geographical audience of participants. Forty-one, or nearly 71 percent of the 57 Member schools reporting have regional and national geographical target groups. If the three reporting schools which indicated no priority target group can be interpreted as not limiting interest geographically, this number could be added to the national group. Only two schools, Alabama A & M and Berkeley, indicated that their continuing education interests were directed at local audiences only.

Table V-6

Geographical Target Group

	Target Groups			
Schools	Local	State (Province)	Regional	National
Alabama				
Alabama A & M	X			
Albany	X	X	X	
Arizona	X	X		
Atlanta				
Brigham Young				
British Columbia		X		
Buffalo	X	X	X	X

	Target Groups			
Schools	Local	State (Province)	Regional	National
Berkeley	X			
UCLA				
Case Western Reserve				
Catholic	X		X	X
Chicago				
Clarion				X
Columbia	X		X	X
Dalhousie	X	X	X	
Denver			X	X
Drexel			X	
Emory			X	X
Florida State		X	X	X
Geneseo	X		X	
Hawaii	X	X	X	X
Illinois	X	X	X	X
Indiana		X	X	
Iowa	X	X		
Kent	X	X	X	
Kentucky	X	X	X	X
Long Island			X	
Louisiana State		X		
Maryland		X	X	X
Michigan	X	X		
Minnesota	X		X	X
Missouri	X	X		
Montreal				
North Carolina	X	X	X	
North Carolina Central	X	X		
Northern Illinois	X	X	X	X
North Texas				
Oklahoma				
Peabody	X	X		
Pittsburgh	X	X	X	X
Pratt				X

Schools	Target Groups			
	Local	State (Province)	Regional	National
Queens				
Rhode Island	X	X	X	X
Rosary			X	
Rutgers	X	X	X	X
St. Johns	X	X	X	
Simmons	X	X	X	X
South Carolina	X	X	X	
Southern California	X	X		
Southern Connecticut	X	X	X	X
South Florida		X		
Syracuse	X	X		
Tennessee		X	X	
Texas	X	X	X	
Texas Woman's	X	X	X	X
Toronto			X	
Washington		X	X	X
Wayne State	X		X	X
Western Michigan	X	X	X	
Western Ontario			X	
Wisconsin-Madison	X	X		X
Wisconsin-Milwaukee	X	X	X	

Table V-7

Geographical Target Groups

Target Group	No. of Schools
Local only	2
Local, State (Provincial)	10
Local, State (Provincial) & Regional	18
Local, State (Provincial), Regional & National	23
No priority indicated	3

As in the case of subject priority there is no single target group at which schools aim their continuing education program. Forty-one (73%) indicated no specific priority group.

Table V-8

Library Personnel Target Groups

Target Group	No. of Schools
Alumni (Brigham Young, Buffalo)	2
Libraries serving small population bases (Clarion)	1
Managers (North Carolina Central)	1
Public Librarians and Trustees (Southern California)	1
School Media personnel (Alabama A & M, Peabody, South Florida, Syracuse)	4
School Media Center and Public Librarians (Arizona, Hawaii, Wisconsin-Madison)	3
School Media Center, Public and Special Librarians (Maryland)	1
Special Librarians (Catholic, Pratt)	2
Childrens Specialists (Western Michigan)	1
No specific priority group	41

Sixteen (28%) of the schools indicated a type of library personnel target group. These groups in Table V-8 are mutually exclusive categories with no school indicating more than one of the above groups as a priority.

Forty schools indicated no subject priority emphasis for their continuing education offerings. Of the remaining sixteen schools indicating a priority, only two subject areas--computer applications and automation, and management--were listed by five or more schools. Management was the single highest, with ten schools listing this category. As shown in Table V-9 all other subjects, except School Media Centers, were listed by three or less schools.

Table V-9

Subject Priority Emphasis

Subject Priority Emphasis	No. of Schools
Archival studies (Maryland)	1
Bibliographic instruction (Atlanta)	1
Children's and young adult literature (Long Island, Wisconsin-Madison)	2
Community analysis (Southern California)	1

Subject Priority Emphasis	No. of Schools
Computer applications and automation (Atlanta, Florida State, Hawaii, Maryland, Pratt, Syracuse, Wayne State)	7
Information Science (Catholic, Maryland)	2
Management (Atlanta, Catholic, Florida State, Hawaii, North Carolina Central, Pratt, Simmons, Texas Woman's, Wayne State, Wisconsin-Madison)	10
Multi-cultural services (Texas Woman's)	1
Networks and networking (Clarion)	1
On-line searching (Florida State, Maryland)	2
Patient Health Information and Gerontology (Wayne State)	1
Printing history and Antiquarian book trade (Arizona)	1
Public relations (Clarion)	1
School media centers (Alabama A & M, Florida State, Kent, Maryland)	4
No priority indicated	40

From these data, one can conclude that there in no clear concensus among schools on what subject areas ought to be priorities in continuing education instruction.

Thirty (54%) of the 57 schools reporting indicated that continuing education events were held exclusively on their own campuses. Another 25 schools use on-campus facilities in combination with off-campus university facilities and other off-campus locations. Only two schools indicated that they employed other modes of delivery of continuing education: one school, Catholic University, through correspondence and one school, University of Wisconsin-Madison, through an educational telephone network.

Table V-10

Location of Offerings

Location	Number of Schools Exclusively	 Non-exclusively
On-campus	30	35
Off-campus in University facility	1	10
Off-campus at other locations		20
Other modes of delivery:		
Correspondence (Catholic)		1
Educational Telephone Network (Wisconsin-Madison)		1

Location	Number of Schools: Exclusively	Number of Schools: Non-exclusively
Non-specified mode (Pittsburgh)		1
No response (Alabama, UCLA, Geneseo, Montreal Oklahoma, Queens)		

Table V-11 provides information of the sources of faculty for continuing education by school.

Table V-11

Faculty for Continuing Education

Legend: O = Occasionally; R = Rarely; U = Usually

School	Library Science Faculty	Other Faculty	Practitioners	Other
Alabama				
Alabama A & M	U			
Albany	U			
Arizona	O	R	U	
Atlanta				
Brigham Young	U			O
British Columbia	O		U	
Buffalo	U	O	U	
Berkeley	O		O	
UCLA				
Case Western Reserve	U		O	
Catholic			U	
Chicago				
Clarion	O		U	
Columbia				
Dalhousie	O	R	O	O
Denver	U		U	
Drexel	U		R	
Emory	O		U	U
Florida State	U		R	
Geneseo	U	O	O	
Hawaii	U	O		

School	Library Science Faculty	Other Faculty	Practitioners	Other
Illinois	O	O	U	U
Indiana	U		O	
Iowa	U	O	O	
Kent	U		O	
Kentucky	U	U	R	U
Long Island	U			
Louisiana State			U	
Maryland	O		O	O
Michigan	U		U	
Minnesota	U			
Missouri	U			O
Montreal				
North Carolina	U	O	O	
North Carolina Central	U	U	U	
Northern Illinois	U	O	O	
North Texas	U		O	
Oklahoma				
Peabody				
Pittsburgh	U			U
Pratt	U			
Queens				
Rhode Island	U		U	O
Rosary	U			
Rutgers			U	O
St. Johns			U	
Simmons	U		U	U
South Carolina	U		R	R
Southern California	U			
Southern Connecticut			O	R
South Florida	U	O	O	O
Syracuse	U			
Tennessee	U		U	
Texas	R	O	U	
Texas Woman's	U	O		
Toronto	U			

School	Library Science Faculty	Other Faculty	Practitioners	Other
Washington	U		O	
Wayne State	O	O	O	
Western Michigan	U		O	
Western Ontario	U			
Wisconsin-Madison	O	O	U	
Wisconsin-Milwaukee	U		O	

The largest number of schools reporting use their own faculty for continuing education instruction, as shown in Table V-12. Thirty-eight schools indicated that they usually use, ten schools stated that they occasionally use this group, and only one school said that it rarely used, during the 78-79 period, their own faculty for continuing education instruction. Of the ten schools which indicated that they used library science faculty occasionally, most employed practitioners as the primary source of instruction.

Twelve schools have occasionally used faculty from other departments within their own universities, while only one school used other faculty most often.

Eighteen schools use practitioners as their primary source of instruction but sixteen schools use practitioners only occasionally and four use practitioners rarely. Two schools indicated that they use visiting instructors from other library schools or outside experts (other than practitioners) and six schools said that they occasionally use this group.

Table V-12

Faculty for Continuing Education

	Number of Schools		
Source of Instructors	Usually	Occasionally	Rarely
Library School faculty	38	10	1
Other faculty in university	2	12	2
Practitioners	18	17	4
Other	5	7	2

There were a few combinations of categories reported as a usual source for instructors. In these few cases, there was a split between library school faculty and practitioners.

Table V-13 shows the policies for compensating continuing education instructors. Procedures appear to fall into four basic categories: negotiated flat fee, formula or no fee, i.e., part of teaching or service loads of faculty. As would be expected, there is variation between policies relating to a school's own faculty and outside instructors.

Table V-13

Compensation for C.E. Instruction

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Alabama							
Alabama A & M							
Albany	X						
Arizona	X	X					
Atlanta							
Brigham Young	X	X					
British Columbia							X
Buffalo			X	X			
Berkeley	X	X					
UCLA							
Case Western Reserve							X
Catholic					X		
Chicago							
Clarion							
Columbia	X	X					
Dalhousie	X	X					
Denver	X	X					
Drexel			X	X			
Emory	X	X					
Florida State					X		

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Geneseo							X
Hawaii					X		
Illinois		X					X
Indiana							X
Iowa		X					X
Kent				X			
Kentucky		X			X		
Long Island	X	X					
Louisiana State	X						
Maryland				X	X		
Michigan			X	X			
Minnesota							
Missouri			X				
Montreal							
North Carolina	X						X
North Carolina Central					X		
Northern Illinois							
North Texas							X
Oklahoma							
Peabody							
Pittsburgh					X		X
Pratt		X			X		
Queens							

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Rhode Island	X	X					
Rosary					X		
Rutgers	X	X					
St. Johns		X					X
Simmons	X	X					
South Carolina		X	X				
Southern California							X
Southern Connecticut		X			X		
South Florida	X	X					
Syracuse							
Tennessee							
Texas		X					
Texas Woman's	X	X					X
Toronto							X
Washington							
Wayne State					X		X
Western Michigan							
Western Ontario							
Wisconsin-Madison		X	X	X			
Wisconsin-Milwaukee							

In addition to categorizing policies, the comments relating to compensation from each reporting school is quoted in Table V-14.

Table V-14

Compensation for Instruction

Alabama: No response.

Alabama A & M: No response.

Albany: If no faculty member is compensated, the amount is determined by profits the program nets.

Arizona: Negotiated with person(s) conducting program based on anticipated registration fees.

Atlanta: The workshop to be held in April will provide the faculty member with $100.00 for each of three sessions of the workshop.

Brigham Young: Negotiated by instructor with Special Courses and Conferences.

British Columbia: No compensation in time or dollars.

Buffalo: Instructor receives all but 50¢ from each participant's fee. The 50¢ goes to our alumni association which co-sponsors our continuing education program.

Berkeley: Individually negotiated. Services often donated.

UCLA: No response.

Case Western Reserve: No extra compensation.

Catholic: Faculty compensated according to rank at same rate as regular three credit course.

Chicago: No response.

Clarion: No response.

Columbia: Basic compensation is $50 an hour but is negotiable. Sometimes expenses are paid.

Dalhousie: Compensation depends upon the kind of presentation involved. Travel, accomodation and an appropriate fee are covered.

Denver: No formula [compensation] varies.

Drexel: Flat fee of $200 for a one-day workshop. If two or more faculty participate, the fee is split.

Emory: No established policy. Depends on nature of program, length of program, resources available, level of expertise required.

Florida State: Unusable data.

Geneseo: Usually counts as faculty load (e.g., Rochester Seminar). Often faculty member co-ordinates the event and outside speakers are paid honoraria. Faculty are compensated for incidental expenses.

Hawaii: Regular salary schedule and honorarium.

Illinois: Varies with individual and event. Faculty are involved principally in planning and organization, not as much in actual presentations which are usually made by invited speakers.

Indiana: The provision of continuing education opportunities for practitioners in the state and region is generally considered to be a part of the Service function and obligation of faculty members, and is thus a part of their job. This is the case whether the contribution is that of a single presentation or that of planning and carrying out a whole conference or workshop.

In regard to personnel from outside the Graduate Library School, the practice in regard to compensation varies. In most cases, practitioners are willing to give a single short presentation (an hour or two) for no remuneration other than possibly travel expenses if they are coming from out of town. In the case of Indiana University faculty members, from outside the Graduate Library School, compensation practice is also "ad hoc" and would depend on the length of the presentation, the involvement of the person in pre-program planning, and whether or not a future (or past) "trade-off" presentation might be possible. For example, faculty from the School of Education at Indiana University will often give a free talk as part of a program with the understanding that Graduate Library School faculty will reciprocate in the future.

Iowa: Seminars, workshops and short courses are usually taught by regular faculty as part of their load. For conferences we engage state or national leaders knowledgeable in a particular field, who are paid honoraria.

Kent: Honoraria of $50-$100 plus travel expenses for guest speakers who give presentations of 1-2 hours.

Kentucky: For College faculty, fee is based upon amount of time in 1/2 day increments. Non-College of Library Science faculty is negotiated on an individual basis.

Long Island: Varies for each program.

Louisiana: Faculty member may set fee to include personal remuneration. At this point no standard per day or per hour remuneration has been set. One activity is an Annual C.E. Day held each fall (begun in Fall 1978) proceeds from which go into the school's scholarship fund.

Maryland: We do not compensate our own faculty for Colloquim. One week Seminars are paid out of Summer School funds at 10% of academic year salary for each faculty member. Guest lecturers are paid on the basis of $100 per day.

Michigan: This policy pertains to University faculty, staff and other non-university persons who participate in such credit-free activities as lectures, conferences, institutes, workshops, courses, etc. Exceptions to this policy require approval of the appropriate Assistant Director and Director.

1. $100-150 for a presentation of up to 1-1/2 hours in lecture, conference, institute, workshop or similar credit-free offering.
2. $100-200 for a half-day of leadership effort at a conference, training program, workshop or institute. Unless unusual circumstances warrant, the maximum for one day will be $400. Request for approval

of special stipend shall be used when the proposed stipend exceeds $400 per day or $200 per 1/2 day.

3. $50-100 for up to 1-1/2 hours participation as a panel moderator, panel member or reactor in a conference, workshop, training program or institute.

4. $15-30 per hour of instruction in credit-free courses.

In addition to reimbursement for travel costs, travel-energy time shall be compensated at the following rates, based on distance from the participant-speaker's home to the program site:

1. 0-19 miles one way - no compensation
2. 20-59 miles one way - $20 per round trip
3. 60-89 miles one way - $30 per round trip
4. 90-119 miles one way - $40 per round trip
5. 120-149 miles one way - $50 per round trip
6. Over 150 miles one way - individually negotiated, and with the approval of John Wilkins, Assistant Director.

Minnesota: $50 per contact hour.

Missouri: Faculty involved in the State Library funded institutes are paid directly by the State Library. Their stipends do not go through the school's financial system. For workshops paid by sponsoring library or library group, faculty receive regular consulting fee of approximately $150.00/day for each day of workshop. This is paid by sponsor directly to faculty and does not go through the school's financial system.

Montreal: No response.

North Carolina: No formula. If faculty teach in a continuing education program not on Campus and supported by other agencies, they may receive whatever compensation is provided. This is negotiated between faculty member and the sponsoring agency. Except for off-campus courses, they may not receive compensation for workshops, institutes, etc., held on campus.

North Carolina Central: Based on rank and number of students enrolled. For full compensation, a faculty mush have 16 students enrolled in course.

Northern Illinois: A policy regarding continuing education compensation for faculty has to be established by this department.

North Texas: Incorporated in basic salary policy for regular faculty.

Oklahoma: No response.

Peabody: No response.

Pittsburgh: Compensation for funded CE faculty comes from funding agency. When funding comes from registration fees, faculty compensation is established on a percentage-of-basis and may bear "overload" payment or part of salary budget. Overload or regular salary compensation is determined by whether the faculty member's teaching load was or was not reduced.

Pratt: Range $25.00-$50.00 to be negotiated according to credentials and rank. Or, daily rate dependent on consultant's fee.

Queens: No response.

Rhode Island: Outside people get $50-150 honorarium per day + travel and expenses. In-house faculty get the equivalent of the honorarium in travel or materials funds.

Rosary: Instructional cost maximum of $50.00

Rutgers: Compensation varies greatly, and it is not possible to generalize. The guiding principle is to keep registration fees as low as possible.

St. Johns: Faculty expected to rotate responsibility for important annual programs, as well as Colloquia with no additional compensation, except reimbursement for personal expenses. Invited speakers are variously compensated: Expenses and honoraria.

Simmons: The total amount of honorarium should normally not exceed $1,000.00 (in total). Honorarium for 2-hour presentation--suggested range: $75.00-150.00. Director of an institute (who is also on the program: $150-275.00.

South Carolina: Faculty salary calculated at $125/day in determining cost of workshop to participants. Fees are then deposited into revolving continuing education account. Dependent on amount of participation. Some participants (other than faculty) have donated time for lesser participation; some participants are compensated if effort requires considerable preparation and involvement.

Southern California: Some run as part of teaching load of faculty.

Southern Connecticut: Negotiation. 10-13 hours = 1 credit $300. (Lecturer I).

South Florida: Payment is negotiated.

Syracuse: Under faculty discussion.

Tennessee: Programs must be self-supporting as there are no university funds to underwrite this effort.

Texas: Negotiated.

Texas Woman's: We do not have a specific policy on this. If program is funded by the institution, there is no additional compensation. If funding is external faculty member may receive an honorarium if grant regulations permit.

Toronto: Except under special circumstances, faculty receive no remuneration for Continuing Education programs.

Washington: No response.

Wayne State: According to a formula based upon highest degree, rank, qualifications, and contact hours. For full-time faculty . . . ., compensation for continuing education programs may be within load, or receive additional compensation through College of Life Long Learning (a separate unit of the University).

Western Michigan: Faculty who supervise and arrange the workshops are usually not compensated. If faculty is the principle speaker then a fee is arrived at by Division of Continuing Education.

Western Ontario: None.

Wisconsin-Madison: We generally use a $20.00 per contact hour amount; but we have paid as much as $750 plus expenses for one speech, and several have worked for free.

Wisconsin-Milwaukee: No respone.

As Table V-15 shows, 38 (67%) schools negotiate compensation for teaching in continuing education. There appears to be varying ranges of lattitude which individual schools may use in negotiating stipends. The basis for the negotiation depends upon such variables as fee income, contact hours, and reputation and expertise of instructor. Twelve (21%) pay a flat fee, and eleven (19%) use a formula for determining pay.

Fifteen (26%) schools count continuing education instruction as either part of teaching loads or as part of service loads. No school indicated whether or not teaching in continuing education was voluntary or required of school faculty.

Table V-15

Compensation for Instruction

Method of Determining Compensation	School's own Faculty	Outside Instructors	Total
Negotiated	16	22	3
Flat fee	6	6	12
Formula	11	0	11
Part of teaching/service load	15	NA	15
No response or unusable data			16

For the most part, which ever method is used, individual schools generally employ a single method for determining compensation. When variation occurs, it is usually dependent upon whether the instructor is a member of the school's own faculty or not, in which case different methods of compensation may be used.

The responses to the question about financial support of continuing education were grouped by estimated percentages, as shown in Table V-16. Because much of the data supplied for this question were unusable or was confidential, they have been summarized as follows.

Table V-17

Financial Support

Source of Funding	Number Schools by Percent of Support				
	96-100%	76-95%	51-76%	26-50%	less 25%
Institutional	4	1	3	4	5
Federal Funds		4	2	2	1
Fees	25	7	7	2	3
Contracts or Grants	1			2	6
No response (7)					

It seems clear from the data that fee income is the major source of financial support of the direct costs of continuing education programs. Forty-five (80%) schools depend on fee income for at least half of the direct cost and twenty-three (41%) schools depend on fee income for almost all direct costs.

The use of a coordinator within the school to administer continuing education programs was the largest single method reported. Forty (70%) of the schools indicated this approach to the management of their continuing education activities.

Fifteen schools indicated some sort of combination of approaches: either a combination of a school of library science coordinator and an institutional office of continuing education or a school of library science faculty committee and an institutional office for continuing education. In a few cases, faculty committees exist to advise the coordinator but do not seem to be responsible for management.

Table V-17

Administration and Coordination

Method of Administration and Coordination	Number of schools		
	Usually	Occasionally	Rarely
Library school coordinator	40	2	0
University Office of Continuing Education	16	3	1
Faculty committee	8	7	1
Combinations	15		
Other			
- Dean/Director (Alabama)	X		
- Individual faculty (Berkeley, Maryland, Pittsburgh, Wisconsin-Madison)	X		
- State Library (Missouri)	X		
No response (11)			

Table V-18 provides coordination and administration of continuing education data for each individual school.

Table V-18

Administration and Coordination

Legend: O = Occasionally; R = Rarely; U = Usually

School	Library School Coordination	Faculty Committee	Institutional Office for C.E.	Other
Alabama				U
Alabama A & M		U		
Albany	U			
Arizona	O	R	O	
Atlanta	U		U	
Brigham Young			U	
British Columbia		U	U	
Buffalo	U	R	R	
Berkeley			U	O
UCLA				
Case Western Reserve	U			
Catholic	U		U	
Chicago				
Clarion	U		O	
Columbia				
Dalhousie		U		
Denver	U		U	
Drexel	U	U	U	
Emory	U	O		
Florida State	U		U	
Geneseo	U	O		
Hawaii	U		U	
Illinois	U	U	U	
Indiana	U	O		
Iowa	U	O		
Kent	U	U	U	
Kentucky	U			
Long Island	U			

School	Library School Coordination	Faculty Committee	Institutional Office for C.E.	Other
Louisiana State	U	U	U	
Maryland		U		R
Michigan	U		U	
Minnesota			U	
Missouri			U	U
Montreal				
North Carolina		U	U	
North Carolina Central	U	O	O	
Northern Illinois		U		
North Texas	U			
Oklahoma				
Peabody				
Pittsburgh	U			O
Pratt	U		U	
Queens				
Rhode Island	U	U		
Rosary	U			
Rutgers	U			
St. Johns	U			
Simmons	U	U		
South Carolina		U		
Southern California	U			
Southern Connecticut	U			
South Florida	U		U	
Syracuse	U		U	
Tennessee	U		O	
Texas	U		U	
Texas Woman's	U			
Toronto	O		U	
Washington			U	
Wayne State	U			
Western Michigan	U		U	
Western Ontario	U	U	U	
Wisconsin-Madison	U		U	O
Wisconsin-Milwaukee			U	

The role of library school faculty in aspects of continuing education other than instruction needs to be explored further, but it appears that there is wide variation in the level of responsibility assumed by faculties. In some schools, the faculty as a group appear to have a direct role in determining continuing education activities. Although not explicit in the data, it appears that in other schools continuing education programming is almost random and occurs only at the initiative of individual faculty members rather than as part of a planned program.

Associate Member Schools

Less than two percent (seven schools) of the thirty-seven Associate Member schools reported. This is hardly a sufficient sample from which to generalize about this group of schools. However, the data for the seven schools is provided.

Table V-19 lists by school the number of continuing education events during the 1978-79 year, the clock hours of instruction and the total enrollments. As in the case of the Member schools, all duration figures were converted to hours with one day equal to six clock hours unless otherwise specified.

Table V-19

Number of Events, Duration and Enrollment

School	Number of Events	Clock Hours	Enrollment
Ball State	3	24	229
East Carolina	1	6	30
Kutztown	2	6	44
Mississippi	2	20	70
Sam Houston	8		
Southern Mississippi	22	304	1,950
Western Kentucky	8	81	228

In summary form, Table V-20 compares the total continuing education activities by type with the total hours of instruction and total enrollment. Seven (2%) Associate Member schools reported a total of 46 continuing education activities occupying 441 hours of instruction.

Table V-20

Summary of Number of Continuing Education Activities, Duration and Enrollment

Type	No. of Schools Reporting	No. of Events Held	Duration: Total No. Hours	Total Enrollment
Institutes	2	5	84	167
Seminars	3	3	30	130
Workshops	5	18	284	354
Conferences	3	4	24	1,390
Forums	2	2	9	130
Colloquia	1	10	10	400
Short Courses	1	4		

Three schools (East Carolina, Southern Mississippi and Western Kentucky) said that CEU's were given for continuing education activities. One school (Kutztown) responded that CEU's were not given; three schools (Ball State, Mississippi and Sam Houston) gave no response to this question.

Table V-21 shows a breakdown of geographical target groups.

Table V-21

Geographical Target Groups

Target Group	Schools
Local only	
Local, State (Provincial)	East Carolina, Kutztown, Mississippi, Sam Houston, Western Kentucky
Local, State (Provincial) & Regional	Ball State
Local, State (Provincial), Regional & National	Southern Mississippi

Table V-22 shows personnel target groups at which continuing education content is aimed.

Table V-21

Personnel Target Groups

Target Group	Schools
Administrators	Sam Houston
Alumni	East Carolina
Children's Specialists	East Carolina, Southern Mississippi
Document Librarians	Ball State
Public Librarians	Ball State, Sam Houston, Southern Mississippi, Western Kentucky
School Media Specialists	Ball State, Sam Houston
No priority indicated	Kutztown, Mississippi

Table V-23 provides a breakdown of subject priority emphasis of continuing education programming.

Table V-23

Subject Priority Emphasis

Subject	Schools
Children's Literature	Southern Mississippi
Educational TV	Mississippi
Management	Western Kentucky
Media services to handicapped	Mississippi
New trends in technical services and programming	Sam Houston
Public Libraries	Southern Mississippi
No priority	Kutztown
No response	East Carolina

Locations of continuing education offerings are shown in Table V-24. Most continuing education instruction seems to take place on the sponsoring school's campus.

Table V-24

Location of Instruction

On Campus	Off-Campus University Faculty	Off-Campus at Other Locations
Ball State	East Carolina	
Kutztown		
Mississippi		
Sam Houston		
Southern Mississippi		Southern Mississippi
Western Kentucky		Western Kentucky

Table V-25 provides information on the sources of faculty for continuing education instruction. Most of the seven schools reporting usually rely upon their own faculties.

Table V-25

Faculty for Continuing Education

Legend: O = Occasionally; R = Rarely; U = Usually

School	Library Science Faculty	Other Faculty	Practitioners	Other
Ball State	U	O	O	
East Carolina				
Kutztown			U	
Mississippi	U		R	
Sam Houston	U		U	U
Southern Mississippi	U	O	O	
Western Kentucky	U			

The following information concerns policies and procedures for compensating continuing education faculty.

Ball State: Faculty members participated as part of regular load. Institute faculty compensated in part by federal funds, and institutional funds.

East Carolina: No response.

Kutztown: Campus Office of Continuing Education handles details.

Mississippi: Paid at regular summer school rate when the workshop is for academic credit.

Sam Houston: Registration fee pays for speakers and refreshments. The workshops count as part of the teaching load.

Southern Mississippi: Twelve month faculty donate time; nine month faculty: $800 if enrollment reaches 20 persons; $400 additional if enrollment reaches 25+.

For service workshops and activities sponsored by University Conferences and Workshops Department and the Library School, which are marginal--20% of the funds remaining after expenses are returned to the School. In case of expenses exceeding income, the Conferences and Workshops Department absorbs the loss.

Western Kentucky: Rank of faculty member + number of miles of travel x set fee x number of CEU or credit hours.

Table V-26 provides information on sources of financial support. The percentage figures are estimated from specific amounts given by schools.

Source	School	Percentage
Institutional	Ball State	4%
	Southern Mississippi	51%
Federal		
Fees		

Table V-26

Sources of Financial Support

School	Institutional	Federal Funds	Fees	Contracts or Grants	Other
Ball State	5%	94%	.5%	.5%	
East Carolina					
Kutztown					
Mississippi		100%			
Sam Houston			100%		
Southern Mississippi	51%	35%	10%	4%	
Western Kentucky	84%				16%

The use of a coordinator within the school or department is the most popular method of administering continuing education programs in the seven reporting schools. Table V-27 provides detail.

Table V-27

Administration and Coordination

Legend: O = Occasionally; R = Rarely; U = Usually

School	Library School Coordinator	Faculty Committee	Office of Continuing Education	Other
Ball State	U	O	R	
East Carolina				
Kutztown	U			
Mississippi		O	U	
Sam Houston	U			
Southern Mississippi		U	O	O (Dean or Asst. Dean
Western Kentucky	U			

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ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
LIBRARY EDUCATION STATISTICAL REPORT
1981

471 PARK LANE, STATE COLLEGE, PENN.
ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
JULY, 1981

CONTENTS

Tables v

Introduction xv

FACULTY by Russell E. Bidlack F1

STUDENTS by Carol L. Learmont, with the assistance of Beatrice Kovacs S1

CURRICULUM by Elspeth Pope C1

INCOME AND EXPENDITURES by Thomas R. Kochtanek FIN1

CONTINUING PROFESSIONAL EDUCATION by Timothy W. Sineath CE1

TABLES

Table Number | Page Number

FACULTY

I-1: Average Faculty Size, AALS Member Schools F-3

I-2: Variation in Size of Full-time Faculties among AALS Member Schools F-3

I-3: Male-Female Ratio of Full-time Faculty, AALS Member Schools F-4

I-4: Changes in Male-Female Ratio of Full-time Faculty Over Six Years, 1975-76 to 1980-81 F-4

I-5: Titles of 69 Heads of AALS Member Library Schools F-5

I-6: Disciplines of the Doctorates of 62 Heads of AALS Member Library Schools F-6

I-7: Age Categories of 68 Heads of AALS Member Library Schools F-6

I-8: Year of Appointment of the Heads of 64 AALS Member Library Schools F-7

I-9: Faculty Holding Administrative Titles, 1980-81 in AALS Member Schools F-8

I-10: Ratio of New Faculty Appointments to Total Faculty F-9

I-11: Rank and Sex of 57 New Faculty Appointments in 1980-81 in 38 AALS Member Schools F-10

I-12: Distribution of Salaries for New Assistant Professors, 1980-1981 F-11

I-13: Faculty Salaries, 67 AALS Member Schools F-12

I-14: Improvement in Average Salaries for Faculty in 67 AALS Member Schools F-13

I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools F-13

I-16: Age Categories (on Jan. 1, 1981) of New Faculty Appointments in 1980-81 among AALS Member Schools F-15

I-17: Ethnic Background of 636 Full-time Faculty (U.S.), in 61 AALS Member Schools F-15

I-18: Age Categories of Faculty on January 1, 1981, for 68 AALS Member Schools F-16

I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School F-17

I-20: Year of Appointment of Full-time Faculty to Their Present Rank in Their Respective Schools F-18

I-21: Faculty Promotions in AALS Member Schools F-19

I-22: Earned Doctorates Held by Faculty in AALS Member Schools F-19

I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools F-20

I-24: Percentage of Faculty Having Earned Doctorates in 69 AALS Member Schools on January 1, 1981 F-22

I-25: Percentage of Tenured Faculty Among AALS Member Library Schools F-22

I-26: Percentage of Tenured Faculty Among the 69 AALS Member Schools F-23

I-27: Salaries on January 1, 1981,of 704 Full-time Faculty AALS Member Schools F-24

I-28: Titles of 33 Heads of AALS Member Schools F-29

I-29: Organizational Status of 33 AALS Associate-Member Library Schools F-30

I-30: Full-time Faculty Among 23 AALS Associate-Member Schools, 1980-81 F-30

I-31: Rank and Sex of Full-time Faculty in 23 AALS Associate-Member Schools, 1980-81 F-31

I-31A: Age Categories of 20 Full-time Heads of AALS Associate-Member Schools F-31

I-32: Length of Service of 20 Heads of AALS Associate-Member Schools F-32

I-33: New Faculty Appointments in AALS Associate-Member Schools, 1980-81 F-33

I-34: Faculty Salary Comparisons, ALA Accredited Programs and AALS Associate-Member Schools, 1980-81 F-34

I-35: Comparison of Average Faculty Salaries for Males and Females in 23 AALS Associate-Member Schools, 1980-81 F-34

I-36: Age Categories of 117 Full-time Faculty in 23 AALS Associate-Member Schools on January 1, 1981 F-35

I-37: Earned Doctorates Outside Library Science Held by Faculty in AALS Associate-Member Schools F-36

I-38: Year of Initial Full-Time Faculty Appointment at Present School (23 AALS Associate-Member Schools) F-36

I-39: Year of Appointment to Present Faculty Rank in Present School (23 AALS Associate-Member Schools) F-37

I-40: Faculty Salaries, 1980-81, by Rank in $500 Blocks (23 AALS Associate-Member Schools) F-39

I-41: Full-time Faculty in 65 AALS Member Schools, 1979-80 F-42

I-42: Full-time Faculty in 13 AALS Associate-Member Schools, 1979-80 F-44

I-43: Part-time Faculty in 65 AALS Member Schools, 1979-80 F-45

I-44: Part-time Faculty in 13 AALS Associate-Member Schools, 1979-80 F-47

I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 65 AALS Member Schools in 1979-80 F-48

I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 13 AALS Associate-Member Schools, 1979-80 F-50

I-47: Faculty Replacement Appointments among 26 AALS Member Schools, 1979-80 F-51

I-48: Percentage Value of Fringe Benefits, AALS Member Schools F-52

I-49: Support for Faculty Travel in 1979-80 among 65 AALS Member Schools F-55

I-50: Support for Faculty Travel in 1979-80 among 13 AALS Associate-Member Schools F-58

I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1979-80 F-58

I-52: Support Staff among AALS Member Schools, 1979-80 F-62

I-53: Support Staff among AALS Associate-Member Schools, 1979-80 F-67

I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80 F-69

I-55: Use of Students as Part-time Support Staff among AALS Associate-Member Schools, 1979-80 F-75

STUDENTS

II-1-a: Summary-Member Schools-Student Enrollment by Program and Sex to Determine FTE S-3

II-1-b: Summary-Associate Member Schools-Student Enrollment by Program and Sex to Determine FTE S-3

II-1-c: Member Schools-Student Enrollment by Program and Sex to Determine FTE S-5

II-1-d: Associate Member Schools-Student Enrollment by Program and Sex to Determine FTE S-16

II-1-e: Member Schools-Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex S-19

II-1-f: Associate Member Schools-Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex S-19

II-2-a: Member Schools-Number of Classes or Sections of Classes by Number of Students Enrolled S-20

II-2-b: Associate Member Schools-Number of Classes or Sections of Classes by Number of Students Enrolled S-23

II-3-a: Summary-Member Schools-Degrees and Certificates Awarded by Ethnic Origin S-24

II-3-b: Summary-Associate Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin S-24

II-3-c: Member Schools-Bachelor's Degrees Awarded by Sex and Ethnic Origin S-24

II-3-d: Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin S-25

II-3-e: Associate Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin S-31

II-4-a: Summary-Member Schools-Number of Students by Sex and Ethnic Origin S-33

II-4-b: Summary-Associate Member Schools-Number of Students by Sex and Ethnic Origin S-33

II-4-c: Member Schools-Number of Students by Sex and Ethnic Origin (citizens and permanent residents only) S-34

II-4-d: Associate Member Schools-Number of Students by Sex and Ethnic Origin (citizens and permanent residents only) S-42

II-5-a: Member Schools-Number of In-State/Province and Number of Out-of -State/Province Students Enrolled including Foreign Students S-45

II-5-b: Associate Member Schools-Number of In-State/ Province and Number of Out-of-State/Province Students Enrolled including Foreign Students S-47

II-6-a: Summary-Member Schools-Foreign Students Enrolled S-48

II-6-b: Summary-Associate Member Schools-Foreign Students Enrolled S-48

II-6-c: Member Schools-Number of Foreign Students Enrolled by Program Level and Sex S-49

II-6-d: Associate Member Schools-Number of Foreign Students Enrolled by Program Level and Sex S-51

II-7: Countries of Origin (according to the visas) and Number of Foreign Students Enrolled by Country and Program Level S-53

II-8-a: Summary-Member Schools-Students Enrolled by Age and Sex S-55

II-8-b: Summary-Associate Member Schools-Students Enrolled by Age and Sex S-56

II-9-a: (Information not requested in this survey)

II-9-b: (Information not requested in this survey)

II-10-a: (Information not requested in this survey)

II-10-b: (Information not requested in this survey)

II-11-a: Member Schools-Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program Recipient S-57

II-11-b: Associate Member Schools-Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient S-61

II-12-a: Member Schools-Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual S-62

II-12-b: Associate Member Schools-Number of Assistantships Awarded by the Library School by the Level of Program, Sex, Amount of Award Per Year, and Average Number of Hours of Work per Week Required of an Individual S-66

II-13-a: Member Schools-Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit S-67

II-13-b: Associate Member Schools-Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit S-71

CURRICULUM

III-1: Academic Year Division C-1

III-2: Number of Weeks Per Term C-2

III-3-a: Degree Requirements in Hours-Undergraduate C-4

III-3-b: Degree Requirements in Hours-Masters C-5

III-3-c: Degree Requirements in Hours-Post Masters C-6

III-3-d: Degree Requirements in Hours-Doctorate C-6

III-3-e: Degree Requirements in Hours-Joint Program C-7

III-3-f: Degree Requirements for all programs by School C-8

III-4: Maximum time, in years to complete degrees C-11

III-5: Status of Courses after Maximum Time C-12
III-6: Minimum Time (in months) to complete program C-13
III-7: Required Course Hours by Number of Hours C-14
III-8: Credit Hours Transferred, by Program C-15
III-9: Number of Schools by Thesis Requirement or Option C-17
III-10: Hours of Thesis Credit, by Schools C-17
III-11: Number of Schools Offering Field Work for Credit C-18
III-12: Credits for Field Work by School C-19
III-13: Comprehensive Exam and Foreign Language Requirement C-20
III-14: Courses Offered Away from Main Campus C-23
III-15: Courses Listed in Catalog, Taught Last Academic Year, by Level C-25
III-16: Courses Cross-Listed with Other Units of Instruction C-27
III-17: Curriculum Changes Made During Last Academic Year C-28
III-18: Percentage of Released Time for Curriculum Planning C-30

INCOME AND EXPENDITURES

FIGURE IV-1 Frequency Distribution of Total Income for 57 ALA Accredited Library Schools Fin-2
IV-1: Funding Levels for a Four-Year Period, 1976/77 to 1979/80 Fin-3
IV-2: Source of Funds: 1976/77-1979/80 Fin-3
IV-3: Average Federal Funding for Actual Recipients Fin-3
IV-4: Mean Income for Schools With/Without Library Support and With/Without Doctoral Program Fin-4
IV-5: Total and Average Expenditures for 57 Member Schools, 1979/80 Fin-5
IV-5b: Results of Simple Regression Analysis Fin-6
IV-6: Allocation of Salaries and Wages Fin-7

IV-7: Total Income and Source-Member Schools 1979/80 Fin-8
IV-8: Total Income and Source-Associate Schools 1979/80 Fin-10
IV-9: Expenditures-Member Schools 1979/80 Fin-11
IV-10: Expenditures-Associate Schools 1979/80 Fin-14

CONTINUING EDUCATION

V-1: Number of Events, Duration and Enrollment CE-1
V-2: Summary of Continuing Education Activities, Duration and Enrollment CE-4
V-3: Types of Continuing Education Instruction CE-5
V-4: Comparison of 1978-79 and 1979-80 CE-6
V-5: Hours of Instruction CE-7
V-6: Enrollments CE-7
V-7: Availability of CEU's CE-9
V-8: Geographical Target Group CE-14
V-9: Geographical Target Groups CE-17
V-10: Library Personnel Target Groups CE-17
V-11: Subject Emphasis Priority CE-19
V-12: Summary of Location of Instruction CE-20
V-13: Number of Offerings by Location CE-20
V-14: Financial Support CE-24
V-15: Compensation for Continuing Education Program Faculty CE-25
V-16: Compensation for C.E. Instruction CE-26
V-17: Faculty for Continuing Education CE-31
V-18: Summary of Faculty CE-36
V-19: Administration and Coordination CE-37
V-20: Administration and Coordination CE-38

V-21: Number of Events, Duration and Enrollment of Associate Member Schools CE-42

V-22: Summary of Number of Continuing Education Activities Duration and Enrollment CE-43

V-23: Geographical Target Group CE-43

V-24: Personnel Target Group CE-44

V-25: Subject Emphasis Priority CE-44

V-26: Summary of Location of Instruction CE-45

V-27: Financial Support CE-46

V-28: Compensation for Instruction CE-46

V-29: Faculty for Continuing Education Instruction CE-47

V-30: Administration and Coordination CE-47

INTRODUCTION

This is the second annual report of library education statistics compiled by the Association of American Library Schools (AALS). Following the pattern established in 1980, the 1981 report provides statistical coverage for graduate library education programs in the United States and Canada which are AALS member or associate-member schools. An account of the interest and concern of AALS with library education statistics and a history of the Association's work which led to the publication of this annual report series was presented in the 1980 report, so it will not be repeated here.

The statistical information in this volume was collected, tabulated, and reported by members of the AALS Library Education Statistics Committee, with the invaluable assistance of Janet Phillips, AALS Executive Secretary. The 1981 report follows the pattern of the first year and is divided into five sections. These five sections are listed below, followed by the name and the institutional affiliation of the member of the Committee who authored the section.

1) Faculty-Russell E. Bidlack, Michigan

2) Students-Carol L. Learmont, Columbia, with the assistance of Beatrice Kovacs

3) Curriculum-Elspeth Pope, South Carolina

4) Income and Expenditures-Thomas R. Kochtanek, Missouri

5) Continuing Professional Education-Timothy Sineath, Kentucky

Variations in format and style can be attributed to the fact that each section was written by a different author or to the differences in the topics covered. The pages in each section are numbered separately with the page numbers preceded by an alphabetical designation which corresponds to the topic of the section. The tables are also numbered separately for each section with Roman numerals used to designate the section number and Arabic numerals the table number.

The Library Education Statistics Committee regarded the first year's report to be a trial run with the expectation that changes would be made as a result of feedback from users and from participating schools. Suggestions for change and improvement in the report were made and most of these have been incorporated in the second report. Accessibility to the information has been improved by the addition of a table of contents, a table of tables, and by the use of colored sheets to separate the major sections of the report. Some questions were dropped from the questionnaire and others were modified to elicit less ambiguous responses. However, in spite of these changes, the Committee has tried to maintain consistency in the nature and type of information collected and reported in order to ensure comparability from one year to another. This is to meet one of the major objectives of the project which is to build a statistical information base about library education in the United States and Canada.

As in the 1980 report, data for this report were collected through two questionnaires. The first, sent by Dean Russell Bidlack, (Michigan) to other library school deans and directors, requested confidential salary information about full-time faculty members. This questionnaire was sent separately from the more extensive questionnaire which requested additional information about the faculty as well as the other four topics. Because of the sensitive nature of salary information, individual schools are not identified in the first part of the report on the faculty. However, individual schools are identified in all other parts of the report.

The response to the questionnaire was similar to the previous year. All 69 member schools responded to Dean Bidlack's request for salary information. However, only 23 of the 35 associate member schools responded. The response to the longer questionnaire was more limited. Among the member schools, 67 out of 69 completed all or part of the questionnaires. Responses were not received from Alberta and Catholic. Of the 33 Associate members to which the longer questionnaire was sent, 14 responded to all or part of it. Because there were so many Associate members which did not respond, those schools which did not submit a questionnaire are not listed in the tables and analysis in the report.

The number of responses reported for individual sections or for specific questions is sometimes lower than the total response to the questionnaire because of incomplete, irreconcilable, or otherwise unusable information. Missing information in any of the tables might indicate: a) that the questionnaire was not returned, b) that the question was left blank, or c) that the information was not usable.

One institution, the University of Mississippi, now accredited by the American Library Association, and thus eligible to be an institutional member of AALS is identified throughout the report as an associate institutional member because accreditation occurred after the time period covered by the report. (The distinction between institutional and associate institutional members is that institutional members of AALS are schools which have received accreditation from the American Library Association (ALA) whereas associate institutional members are schools which are not accredited by ALA).

This report is reproduced for distribution of one copy without charge to all schools which participated in the study by submitting a completed questionnaire. A nominal charge is made for other schools and for other institutions or individuals interested in obtaining copies of the report. As was the case last year, the expense of tabulating and analyzing the data and the writing of the report was borne by the five participating schools and/or the authors of each section. The cost of reproducing and distributing the report was borne by the Association of American Library Schools.

One recommendation which came to the chair of the Committee was that the introduction to the report should call the attention of the user to some of the interesting or important data found in the report. This seemed to be a good suggestion, so the following few paragraphs are a response to that recommendation. The chair of the Committee has selected some information from the body of the report which he believes might be of interest to the reader. The points are made briefly, usually with little editorial comment, and primarily in the hope that the reader will explore the topics more fully in the text of the report. The information abstracted here from the main body of the report is organized in the same general pattern as the report itself, ie. divided into five broad categories.

FACULTY: This section contains a great deal of information and for the sake of convenience the information abstracted from it was been divided into three parts.

Faculty Size: The faculty size of each school was reported for January 1, 1981. The data show there was virtually no change in the average full-time faculty size for AALS member schools for the size reported for the same date the previous year. In fact, there has been little change in this figure since 1976-77. However, data are reported which show a decrease of 1.2 in the average full-time faculty size from 1973-74 to the present. The report also shows that for 1980-81, half of the AALS member schools have a full-time faculty of 9 persons or less.

Ratio of Female to Male Faculty Members: The data for 1981 show almost no change during the past six years in the overall ratio of female to male faculty members in the AALS member schools. However, in that same period, there has been a slight (3.3%) increase in the percentage of female faculty members who hold the rank of professor. Also, among faculty members appointed during the past 5 years, females have constituted a higher percentage of appointments that they did previously. Finally, and perhaps indicative of a trend, among new appointments at the assistant professor level for 1980-81, 10 were male and 20 were female.

Faculty Salaries: Salaries were reported for the 1980-81 year. Overall salary improvement for 1980-81 from the previous year for all academic ranks was 8.27% for AALS member schools. However, salaries for beginning assistant professors at member schools increased by 10.6% from the 1979-80 reporting period. The mean salary for beginning assistant professors for 1980-81 was $19,146 and the median was $18,050. The implications of these data are discussed in the text of the report. Another part of the faculty section reports that 12 deans and directors received salaries of $50,000 or more for 1980-81, a figure which is up from the previous year when only 3 had a salary of $50,000 or more. The high salary for deans and directors for 1980-81 was $57,847.

STUDENTS: Total student enrollment in the AALS member schools for the fall term, 1980 increased slightly from the previous year. The aggregate full time equivalent (FTE) enrollment for the member schools in the fall term, 1979 was 5,971. This increased to 6,233 for the fall term, 1980. On the other hand, the number of degrees awarded in 1980 was 4,675, lower than the 4,804 awarded in 1979. Placement of graduates, by school is reported for the 1979-80 year, as of November 15, 1980. The range in placements was from one school with a low of 30% to another with a high of 95%. The median percentage of known placements by all schools (as of November 15, 1980) was 75%.

CURRICULUM: Among the several facets addressed in the curriculum section of the report, two were selected for discussion here. These are: a) the number of hours required for the completion of the master's degree and b) the availability of field work in the library school curriculum. Each represents a topic of some controversy in library education at the moment. The first is related to the question of whether library education programs should move to the two year master's degree (as several have done already) and the second is related to the question of how much and what type of experience the student should obtain while engaged in the academic program.

The data which report the number of hours required for the master's degree show a substantial range among AALS member schools. Converted to semester hours, the range is from 27 hours to 57 hours, with an average of 36.5 hours. (Some schools reported by the number of courses required rather than the number of hours, and their data are not compatible with those schools which reported by number of hours). Among associate-member schools, the range is from 19 semester hours to 36 semester hours. The 36 hour master's degree is by far the most common among both member and associate-member schools. It is interesting to note that some schools which do not claim to have a two year master's program require as many hours as schools which have a two year program.

Data reported on the second topic, ie. availability of field work for credit in AALS member schools show that three schools currently require some type of field work for which they give credit and 58 schools allow field work to be taken for credit as an option. This relationship will be an important one to watch in comming years to determine if there is a trend toward required field work in library education.

CONTINUING EDUCATION: Library schools are often urged to play a more active role in continuing education. Data reported from the questionnaire show that in the aggregate, the schools do undertake a sizeable responsibility for continuing education. For the 1979-80 year, AALS member schools reported 502 continuing education events. (These include activities variously identified as institutes, workshops, conferences, colloquia, etc.). The same schools reported that 20,611 persons were served by these activities. This represented an increase from the previous year although it is not possible to determine whether the increase is due to increased activity or more complete reporting. However, it is evident that a sizeable number of individuals are currently being served by library school sponsored continuing education programs.

INCOME AND EXPENDITURES: Income and expenditures are reported for fiscal year 1979-80. The data show that the range in funding for member schools was from a high of $1,879,431 to a low of $224,465 with the mean level of funding $552,662. This is a 10.7% increase in the mean level of funding for U.S. and Canadian schools from the previous year. It is interesting to note that this was the case even though there was a drop of about $1,000,000 in federal funds distributed to library schools in the United States.

Three AALS member institutions had expenditures of over $1,000,000 for 1979-80. The three schools were Pittsburgh, Toronto, and Western Ontario. The fact that two of the three were Canadian schools is certain to invite some comparisons. If comparisons are made, the reader should be aware that during the time period covered by these data the official currency exchange rate for the two countries was $1.00 U.S. = $.85 Canadian. The meaning of this will have to be determined by the user and will undoubtedly vary from one set of data to another.

Gary R. Purcell, Chair
AALS Library Education
Statistics Committee

Faculty

By Russell E. Bidlack

The section of this report that is devoted to faculty falls in two parts. Part I has been compiled from data provided the writer on a confidential basis by the deans and directors of each of the 69 library schools having full membership in the Association of American Library Schools (they are also the 69 schools whose programs leading to the first professional degree in librarianship were on the accredited list of the American Library Association on January 1, 1981.) Also included in Part I (beginning on page F-28) is a compilation of similar data provided by 23 of the AALS associate member library schools from among 33 programs so identified in the 1980 directory issue of the Journal of Education for Librarianship. Associate membership in AALS is available to academic units (schools, departments, divisions, programs, etc.) that do not appear on the ALA accredited list but that offer "a graduate degree in librarianship or cognate field." (Article II, Section 5 of AALS Bylaws)

Part II of the faculty section of this report (beginning on page F-41) is based on information provided by 65 of the AALS member schools and 13 of the AALS associate-member schools in response to the faculty section of the general questionnaire mailed by AALS.

It should be kept in mind that the personnel data appearing in Part I represent the situation on January 1, 1981. Confidentiality was assured by the writer to each dean and director submitting the sensitive data requested on individual faculty members (salary, sex, race, age, etc.) for Part I, so no school is identified with specific data.

In Part II, careful note should be made to the time period represented in both the tables and text. In general, it is the fiscal year 1979-80 (July 1, 1979, to June 30, 1980) on which these statistics have been based. Confidentiality was not involved in the design of the questions for Part II, and individual schools are freely associated with those data.

Part I:

For this, the writer's eighth survey of salaries and related data pertaining to library education, data were contributed by each of the 69 library schools appearing on the ALA accredited list dated October 1980. This represents an addition of two schools over those included in last year's report: Ball State University and the University of Southern Mississippi, both having gained accreditation during 1980. Each of these 69 schools was also an institutional member of the Association of American Library Schools on January 1, 1981, the date of the information provided. Hereafter, these 69 schools holding ALA accreditation for their master's degree programs will be referred to as "AALS member schools."

For the second year, this report also includes a section, beginning on page F-28, devoted to AALS Associate Institutional Members. Questionnaires were sent to the 35 such schools listed in the 1980 "Directory Issue" of the Journal of Education for Librarianship. Responses were received from 23.

To the executive officers of all the schools that responded, the writer expresses his deep appreciation.

There was only one minor change in the request for data this year--in the age categories provided for faculty, that for faculty from 60 to 69 has been divided to show those between 60 and 64 and those between 65 and 69. As in the questionnaire for 1979-80, deans and directors (the term that will be used throughout this report to identify the schools' executive officers) were asked to supply not only the age groupings of faculty, but also their academic rank, appointment period, tenure status, sex, highest degree earned (including the discipline represented by that degree), ethnic origin, year of initial full-time appointment to the faculty, and year of appointment to present rank. The salary rate in effect for each individual on January 1, 1981, was also requested. These data were reported with the understanding that no school or individual would be identified with specific data in this report.

In reporting faculty data, deans and directors were requested to include only full-time faculty; part-time faculty, including library school librarians with faculty rank, were not to be included. Faculty members on sabbatical leave were to be included only if their full salaries were being paid by the institution during their leave.

The 69 AALS member schools holding ALA accreditation included in this report are: Alabama; Alabama A & M; Alberta; Arizona; Atlanta; Ball State; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Emporia Kansas State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; SUNY, Geneseo; North Carolina; North Carolina Central; Northern Illinois; North Texas State; Oklahoma; George Peabody; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Michigan; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

Two schools declined to provide complete faculty data because of their institutional policy. Salary figures were not reported by Brigham Young and Chicago. Chicago also declined to provide ethnic origin and age category.

The full-time faculty, including the deans and directors, located in the 69 AALS member schools on January 1, 1981, totaled 722. This figure does not include unfilled positions. Salary figures were reported for 705 of these individuals (i.e., all except those at Brigham Young and Chicago). The number of faculty in these 69 schools varied from a low of 4 to a high of 20, for an average faculty size of 10.46. This is a slight reduction from the average reported for January 1, 1980, which was 10.66, when the low was 4 and the high was 19. Because of the addition of two schools, these two averages are not quite comparable, yet when the average is computed for 1981 without Ball State and Southern Mississippi, the figure is very nearly the same: 10.48. The average size of the full-time faculty among AALS member schools in 1973-74 was 11.66; there has thus been a decrease of 1.2 in this average over an 8-year period. The following table permits a comparison of the average faculty size among the AALS member schools over this 8-year period.

TABLE I-1: Average Faculty Size, AALS Member Schools

Year	Number of Schools	Average Size of Full-time Faculty
1973-74	53	11.66
1974-75	59	11.32
1975-76	62	11.24
1976-77	64	11.05
1977-78	64	10.69
1978-79	67	10.67
1979-80	67	10.66
1980-81	69	10.46

The following table shows the variation in the size of full-time faculties among the 69 AALS member schools on January 1, 1981. It is of interest to note that half of the schools have full-time faculties of 9 or fewer.

TABLE I-2: Variation in Size of Full-time Faculties among AALS Member Schools

Number of full-time faculty	Number of schools	Percentage of total (69)
4	1	1.45
5		
6	2	2.9
7	9	13.04
8	6	8.7
9	17	24.64
10	7	10.14
11	7	10.14
12	4	5.8
13	3	4.35
14	4	5.8
15	2	2.9
16	2	2.9
17	2	2.9
18	2	2.9
19		
20	1	1.45

Of the 722 full-time faculty on January 1, 1981, including deans and directors, 421 (58.3 percent) were males while 301 (41.7 percent) were females. This ratio represents a slight shift in favor of women over the previous year, although, as the following table reveals, the change during the past 6 years has been remarkably slight.

TABLE I-3: Male-Female Ratio of Full-time Faculty, AALS Member Schools

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1975-76	62	697	58.5	41.5
1976-77	64	707	59	41
1977-78	64	684	59.2	40.8
1978-79	67	715	58.6	41.4
1979-80	67	714	58.8	41.2
1980-81	69	722	58.3	41.7

The table below shows the male-female ratio in the various faculty ranks in 1980-81 in contrast to that of 6 years earlier (1975-76). Because during this period the number of accredited programs has varied, it is the percentages that have real significance. Women have gained slightly in all the ranks except that of associate professor, where they lost ground by 4.3 percent, and that of instructor where they remained even.

TABLE I-4: Changes in Male-Female Ratio of Full-time Faculty Over Six Years

1975-76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.5%)

1980-81 (69 schools, 722 full-time faculty)

Number	Rank	Males	Females
69	Deans and Directors	55 (79.7%)	14 (20.3%)
180	Professors	121 (67.2%)	59 (32.8%)
239	Associate Professors	140 (58.6%)	99 (41.4%)
200	Assistant Professors	95 (47.5%)	105 (52.5%)
16	Instructors	4 (25 %)	12 (75 %)
18	Lecturers	6 (33.3%)	12 (66.7%)
722		421 (58.3%)	301 (41.7%)

Of the 69 heads of AALS member library schools on January 1, 1981, 55 were males, 14 were females. The 2 new schools (Ball State and Southern Mississippi) added an executive officer to each sex. (A female replaced a female as executive office at Ball State in September 1980.) The ratio of deans and directors in 1979-80 was 53 males and 14 females. There were 9 new executive officer appointments between January 2, 1980, and January 1, 1981, 8 of whom were males, in the following schools: Ball State (Chair); Case Western Reserve (Dean); Emporia Kansas State (Interim Director); SUNY Albany (Dean); SUNY Geneseo (Interim Dean); Indiana (Dean); Iowa (Acting Director); Maryland (Dean); and Western Michigan (Interim Director). Not surprisingly, the four acting and interim library school heads were chosen internally, although one (the Interim Director at Emporia Kansas State) had not been a member of the library school's faculty. Of the 5 new regularly appointed deans and directors (4 professors and one associate professor) all except one had been members of the library schools' faculties; the exception was the dean at Case Western Reserve. Four have fiscal year appointments with salaries ranging from $32,700 to $42,500 (average $39,175). One has an academic year appointment.

The administrative titles on January 1, 1981, of the heads of the 69 AALS member schools were as follows. (It should be noted that, in addition to the 4 interim and acting deans and directors appointed in 1980-81, there was an additional acting director appointed in 1979.)

TABLE I-5: Titles of 69 Heads of AALS Member Library Schools

Title	Number	Percent
Dean	44	65
Interim Dean	1	
Director	16	29
Acting Director	2	
Interim Director	2	
Chair	4	6

One former chair became a deanship on January 1, 1981 (Catholic). The accreditation of the program at Ball State added a chair while the accreditation of Southern Mississippi added a dean.

Of the 69 deans and directors, including the 4 chairs, 57 (82.6 percent) held the rank of professor while the other 12 (17.4 percent) were associate professors. Of the 69, 60 (87 percent) held tenure. The same number, but not the same individuals, held fiscal year appointments (i.e., 9 held academic year appointments).

Of the 55 males heading AALS member library schools on January 1, 1981, 49 (89.1 percent) had earned doctorates. Each of the 6 not holding doctorates had a master's degree, 2 of whom had 2 master's degrees. Of the 14 females heading library schools, 13 held the doctorate (92.9 percent); the one without a doctorate held two master's degrees.

As a total group, 62 (89.9 percent) of the 69 deans and directors held earned doctorates. Of these 62 doctorates, 46 (74.2 percent) were in library and/or information science.

TABLE I-6: Disciplines of the Doctorates of 62 Heads of AALS Member Library Schools

Library and/or Information Science	46
Chemistry	1
Education	4
Education-Administration	2
Education-Curriculum and Administration	1
Higher Education	1
English	2
Industrial Engineering	1
Mathematics	1
Operations Research	1
Philosophy	1
Public Administration	1

Ethnic origin was provided for the deans and directors of 61 of the 62 AALS member schools in the United States. (This question was not asked of the 7 Canadian schools.) Four were reported as black and 57 as white. There was thus no change from 1979-80 in regard to the number of minorities.

The age category was provided for the executive officers of each of the 69 schools except Chicago, with the following results as of January 1, 1981:

TABLE I-7: Age Categories of 68 Heads of AALS Member Library Schools

Deans and Directors	Age Category
3 (4.4 percent)	65-69
13 (19.1 percent)	60-64
11 (16.2 percent)	55-59
19 (27.9 percent)	50-54
10 (14.7 percent)	45-49
11 (16.2 percent)	40-44
1 (1.5 percent)	35-39

Of the 5 new deans and directors, exclusive of those with acting or interim appointments, 1 was between 60 and 64, 3 were between 50 and 54, one was between 40 and 44.

Salary rates as of January 1, 1981, were provided for 67 of the deans and directors of AALS member schools, including those who held interim and acting appointments. Of these 67 individuals, 58 held fiscal-year (11 or 12 months) appointments (47 males and 11 females), while 9 had academic year (9 or 10 months) appointments (6 males and 3 females).

In 1980-81, 12 deans and directors (20.7 percent) with fiscal year appointments achieved salaries of $50,000 or more. In 1979-80, only 3 deans and directors were so favored. It was only 5 years ago, in 1975-76, that a dean or director for the first time received a fiscal-year salary of $40,000; in 1980-81 no fewer than 36 (62 percent) had salaries of $40,000 or over.

Of the 58 known fiscal year salaries for deans and directors in 1980-81, which include those of the 7 Canadian schools, the high salary was $57,847 while the low was $27,000. (The comparable figures in 1979-80 were $53,346 and $25,000.) The average salary of these 58 deans and directors on January 1, 1981, was $42,628 (median $41,850). The average salary for this group in 1979-80 was $39,485 (median $39,150). There was thus an 8 percent improvement ($3,143) in the average salary of deans and directors with fiscal year appointments. (The improvement in 1979-80 was 6.8 percent.) In 1973-74, the first year that this information was gathered, the average fiscal year salary for deans and directors was $27,313. In this eight-year period, the average has thus increased by $15,315, or 56 percent.

For the 47 male deans and directors holding fiscal year appointments on January 1, 1981, the average salary was $43,799 (median $43,000). For the 11 female deans and directors with fiscal year appointments the average was $37,622 (median $37,950). The average salary of these 11 females was thus only 85.9 percent that of their male counterparts. This represents a further decline in the average salary of female deans in relationship to that of males. In 1979-80 this percentage was 86.5 while in 1978-79 it was 95.2. Retirements and new appointments among this relatively small number of women are, in large part, responsible for this decline.

Among the 9 deans and directors with academic year appointments there was one interim director in 1980-81 whose retirement income from the institution has been combined with an additional stipend to make his salary impossible to compare with the others, so it has been omitted in this analysis. Of the 8 remaining deans and directors with academic year appointments (5 males and 3 females), the high salary was $30,960 while the low was $26,024. The average was $29,000 (median $29,756). The equivalent figures in 1979-80 were $28,818 and $27,747. The 1980-81 increase in average salary for this group was thus only $182 (.6 percent). For the 5 males the average was $28,536 (median $30,000); for the 3 females the average was $29,774 (median $29,512).

The following table shows the length of administrative service of 64 of the deans and directors of AALS member library schools. The 5 interim and acting deans and directors have been omitted. Of these 64, only 16 (25 percent) have held their executive titles for as long as a decade. Twenty-nine (45 percent) have been deans and directors for 5 or fewer years.

The average term of service of the 64 executive officers shown in the following table was 7.2 years. Thirty-one (48.4 percent) reported that their initial appointment to the faculty of their respective schools preceded their appointment as executive officer. In other words, nearly half of the current deans and directors were appointed "from within."

TABLE I-8: Year of Appointment of the Heads of 64 AALS Member Library Schools

Year	Number	Year	Number	Year	Number	Year	Number
1945	1	1966	-	1971	3	1976	5
...		1967	3	1972	5	1977	5
1963	1	1968	2	1973	1	1978	4
1964	1	1969	2	1974	6	1979	8
1965	1	1970	5	1975	4	1980	7

As has been noted in earlier reports, it is difficult to provide meaningful statistics for the group of faculty who assist in administration. Their titles vary as widely as do their duties and salaries, and they come from all academic ranks. In at least one school, the assistant dean does not have a faculty title and is not, therefore, included in this survey. Of the 69 AALS member schools on January 1, 1981, 31 reported having one full-time faculty member in such a role, while 3 schools reported having 2 such individuals. There were thus 37 associate (assistant, etc.) deans and directors. For only 10 of these individuals was the date of initial appointment to the faculty the same as their appointment to their administrative post, suggesting that it is much more customary for a regular member of the faculty to be appointed as associate (assistant, etc.) dean or director than it is for such an individual to be recruited from outside the school. No one among the 56 new faculty appointments since January 1, 1980, was among the 37 associate (assistant, etc.) deans and directors.

TABLE I-9: Faculty Holding Administrative Titles, 1980-81, in AALS Member Schools

Dean of Students	
Associate Professor	1
Associate Dean	
Professor	6
Associate Professor	3
Assistant Professor	2
Lecturer	1
Assistant Dean (including one Acting Assistant Dean)	
Professor	4
Associate Professor	6
Assistant Professor	6
Assistant to the Dean	
Instructor	1
Associate Director	
Associate Professor	1
Assistant Director	
Associate Professor	1
Assistant to the Director	
Assistant Professor	1
Lecturer	1
Chairperson	
Assistant Professor	1
Assistant Chair	
Lecturer	1
Administrative Assistant	
Associate Professor	1
Total	37

Of the 37 associate (assistant, etc.) deans and directors, 22 (59.5 percent) were males while 15 (40.5 percent) were females. In 1979-80, when there were 34 individuals in this category, the division was 19 (55.9 percent) males and 15 (44.1 percent) females.

Twenty-two of the 37 associate (assistant, etc.) deans and directors in 1980-81 held fiscal year appointments; known salaries of 21 of these individuals ranged from a high of $44,000 to a low of $18,000. The average was $32,084 (median $32,865). For the 14 males in this group, salaries ranged from a high of $44,000 to a low of $18,000 for an average of $33,408 (median $33,479). The range in salaries for the 7 females was from a high of $41,816 to a low of $20,600, with an average of $29,422 (median $26,052).

Among the 15 associate (assistant, etc.) deans and directors in 1980-81 holding academic year appointments, the salary range was from a high of $31,284 to a low of $18,150, with an average of $24,778 (median $24,939). In this group there were 8 males whose salaries ranged from $28,287 to $18,150 with an average of $23,899 (median $24,738). For the 7 females, the salary range was from $31,284 to $19,969, for an average of $25,783 (median $27,240).

Because the salaries of associate (assistant, etc.) deans and directors are more dependent upon their faculty rank than upon their administrative titles, and because a very large proportion continue to be heavily involved in teaching, throughout the remainder of this report these individuals will be counted among their appropriate faculty ranks. (This has likewise been the policy in previous reports.)

Of the 722 full-time faculty, including deans and directors, in the 69 schools with accredited status, 57 (7.9 percent) represented new appointments in 1980-81. The following table indicates the ratio of new appointments to total faculty during the past 6 years. (Deans and directors appointed from within the faculty have been considered along with external appointees as "new" in this table.)

TABLE I-10: Ratio of New Faculty Appointments to Total Faculty

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	697	51	7.3
1976-77	64	707	47	6.6
1977-78	64	684	69	10.1
1978-79	67	715	60	8.4
1979-80	67	714	61	8.5
1980-81	69	722	57	7.9

The following table shows the sex of the 57 new faculty members appointed to the various faculty ranks between January 2, 1980, and January 1, 1981. In the case of deans and directors, including the 4 who were acting or interim, those appointed "from within" have been included along with external appointments. In all other instances, the appointments were "from the outside."

TABLE I-11: Rank & Sex of 57 New Faculty Appointments in 1980-81 in 38 AALS Member Schools

Rank	Total Number	Males	Females
*Deans and Directors	9	8	1
Professors	3	3	0
**Associate Professors	8	5	3
***Assistant Professors	30	10	20
Instructors	6	2	4
Lecturers	1	1	0
Total	57	29	28

*Including 3 interim and one acting deans and directors.
**Including one visiting associate professor
***Including 2 visiting assistant professors.

For the 3 new professors (all males) appointed in 1980-81, the average academic year salary was $30,960 (median $30,000). Each had an earned doctorate in library and/or information science. One received immediate tenure.

Of the 8 new associate professors (5 males and 3 females), 7 held an earned doctorate (5 in library and/or information science, one in education, and one in English). For the 6 with academic year appointments, the average salary was $24,150 (median $24,158); the high was $32,500 while the low was $18,500. For the 2 with fiscal year appointments the average was $23,778. Only 2 of these 8 new associate professors received immediate tenure.

In 1979-80 there were 6 new associate professors with academic year appointments with an average salary of $24,482 (median $24,000).

The salaries paid newly appointed assistant professors are always of particular interest because it is at this rank that most new faculty members are hired. There were 30 such appointments in 1980-81, 10 males and 20 females, among 28 schools. Among these 30 individuals, 5 were given fiscal year appointments (2 males and 3 females). Eight males and 17 females received academic year appointments.

The average beginning academic year salary for these 25 new assistant professors was $19,146 (median $18,050). The high salary for this group was $28,375 while the low was $15,300. A year ago, in 1979-80, there were 18 new assistant professors with academic year salaries that averaged $17,319 (median $17,000) while in 1978-79, when there were 30 new assistant professors with academic year appointments the average was $16,679 (median $16,303). There was thus an increase in 1980-81 in the average beginning salary for an assistant professor of 10.6 percent ($1,827) over that of 1979-80, while there was nearly a 15 percent increase over 1978-79. (If the 2 highest salaries, $28,375 and $24,500 are omitted, the average becomes $18,522.)

As was noted in last year's report, this sharp increase in beginning salaries causes great difficulty for deans and directors as they attempt to improve the salaries of faculty appointed a few years ago. In 1977-78, for example, the average beginning academic year salary for an assistant professor was $15,386. For the individual appointed in 1977 at this amount to receive a salary in 1980-81 that would be merely comparable to the average of the new assistant professor ($19,146) there would have had to have been an improvement of $3,760, or 24.4 percent, over those 4 years. If one adds a 7 percent merit or cost of living increase for each of these years, this total percentage of improvement would have to be over 45 percent, or a salary of over $22,000.

For the 5 new assistant professors receiving fiscal year appointments in 1980-81, the average salary was $21,755 (median $21,300).

Although males received only one-third of the appointments at the assistant professor level in 1980-81, they received the larger salaries. For the 17 females with academic year salaries, the high was $23,388 while the low was $15,300; the average was $18,777 (median $17,750). For the 8 males the high was $28,375 while the low was $16,000; the average was $19,928 (median $18,275). If one ignores 2 unusually high salaries for male assistant professors, the average for the remaining 6 is actually below that of the 17 women with academic year salaries.

For the 3 women with fiscal year salaries hired at the assistant professor level, the average was $20,017 (median $21,000). For the 2 men the average was $24,362.

The actual distribution of salaries of the 30 new assistant professors in 1980-81 is shown in the following table. Because of the sharp difference in the exchange rate of the dollar, Canadian appointments are noted.

TABLE I-12: Distribution of Salaries for New Assistant Professors, 1980-81

Fiscal Year:	$25,308	Male	
	23,415	Male	Canadian
	21,300	Female	Canadian
	21,000	Female	Canadian
	17,750	Female	Canadian
Academic Year:	$28,375	Male	Canadian
	24,500	Male	Canadian
	23,388	Female	
	23,100	Female	
	22,000	Female	
	20,412	Female	
	(2) 20,000	2 Females	
	19,000	Female	
	(2) 18,500	2 Males	
	18,314	Female	
	18,050	Male	
	18,000	Male	
	17,750	Female	
	(2) 17,500	1 Male, 1 Female	
	17,475	Female	
	17,175	Female	
	(3) 17,000	3 Females	
	16,800	Female	
	16,000	Male	
	15,300	Female	

Of the 30 new assistant professors, one (a female) received immediate tenure; the other 29 did not. Of these 30 individuals, 14 had completed their doctorates, 9 in library and/or information science, one in education, one in higher education, one in education administration, one in English, and one in management. Of the 20 females among the new assistant professors, 9 (45 percent) had completed their doctorates; of the 10 males, 5 (50 percent) had completed their doctorates.

Of the 16 full-time instructors among the 69 AALS member schools on January 1, 1981, there were 6 who had been appointed during 1980-81 (2 males and 4 females). Only one, a female, had a doctorate. During each of the 2 preceding years there had been 5 new appointments at this rank, numbers that do not suggest that there is a particular increase of appointments at the instructor level.

Salaries for the 6 new instructors in 1980-81 ranged from a high of $17,238 to a low of $16,300, with an average of $16,803 (median $16,900). In 1979-80 the average for the 5 new instructors appointed that year had been $16,010 (median $16,800) while in 1978-79 the average had been $14,329 (median $14,079). There was thus an increase in the average of nearly 5 percent over 1979-80, but an increase of over 17 percent over that of 1978-79. Because of the relatively small number of faculty members involved, these comparisons probably do not have great significance.

Only one new appointment was made in 1980-81 at the rank of lecturer, a male with a fiscal year appointment.

The following table enables one to compare 1980-81 average and median salaries at each rank with those of 1979-80. In both years salaries were provided by all AALS member schools except Chicago and Brigham Young, but, as noted earlier, 2 schools were added in 1980-81, Ball State and Southern Mississippi. A total of 698 faculty salaries (including deans and directors) were reported in 1979-80; the total for 1980-81 was 704. Associate (assistant, etc.) deans and directors have been distributed according to their faculty ranks.

TABLE I-13: Faculty Salaries, 67 AALS Member Schools

Rank & Term of Appointment	1979-80		1980-81	
	Average	Median	Average	Median
Deans & Directors (fiscal year)	$39,485	$39,150	$42,628	$41,850
Deans & Directors (academic year)	28,818	27,747	29,000	29,756
Professors (fiscal year)	36,308	36,369	39,758	40,909
Professors (academic year)	29,194	28,500	31,655	31,100
Assoc. Profs. (fiscal year)	30,531	30,519	32,253	32,453
Assoc. Profs. (academic year)	22,985	22,750	24,677	24,400
Asst. Profs. (fiscal year)	23,538	23,422	25,851	25,835
Asst. Profs. (academic year)	19,052	18,688	20,480	20,002
Instructors (fiscal year)	14,925	14,925	18,000	18,000
Instructors (academic year)	15,623	16,085	17,019	17,080
Lecturers (fiscal year)	21,134	20,249	22,684	20,766
Lecturers (academic year)	21,432	21,389	24,943	25,461

Average salary improvements in 1980-81 over 1979-80 are shown in the following table. It should be kept in mind that, because of promotions, resignations, retirements, new appointments, etc., the average salary improvements for individuals remaining in these ranks from the year before would differ somewhat from those given here. As in 1979-80, salaries for faculty members at Brigham Young and Chicago have not been provided, while salaries for the two schools gaining accreditation in 1980-81 have been added.

TABLE I-14: Improvement in Average Salaries for Faculty in 67 AALS Member Schools

Rank	Number in 1979-80	Number in 1980-81	Improvement in average salary	Percentage of average improvement
Deans & Directors (fisc.yr.)	58	58	$3,143	8.
Deans & Directors (acad.yr.)	7	8	182	.6
Professors (fiscal year)	35	38	3,450	9.5
Professors (academic year)	136	137	2,461	8.4
Assoc. Profs. (fiscal year)	43	44	1,722	5.6
Assoc. Profs. (academic year)	174	187	1,692	7.4
Asst. Profs. (fiscal year)	28	27	2,313	9.8
Asst. Profs. (academic year)	178	171	1,428	7.5
Instructors (fiscal year)	1	1	3,075	20.6
Instructors (academic year)	14	15	1,396	8.9
Lecturers (fiscal year)	10	7	1,550	7.3
Lecturers (academic year)	14	11	3,511	16.4
Total	698	704		

The following table enables one to compare average salaries for males and females in each faculty rank. As in the previous table, these figures are based on all faculty salaries among the AALS member schools except Brigham Young and Chicago and that of one acting director whose salary is based in part on retirement income.

TABLE I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools

Fiscal Year Appointments, 1980-81

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	47	$43,799	11	$37,622
Professors	24	40,284	14	38,285
Assoc. Profs.	23	33,316	21	31,090
Asst. Profs.	13	27,665	14	24,167
Instructors	1	18,000	0	--
Lecturers	2	20,580	5	23,526
Total	110		65	

TABLE I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools (cont.)

Academic Year Appointments, 1980-81

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	5	$28,536	3	$29,774
Professors	93	32,402	44	30,075
Assoc. Profs.	112	24,878	75	24,376
Asst. Profs.	81	20,591	90	20,384
Instructors	3	17,133	12	16,990
Lecturers	4	24,494	7	25,199
Total	298		231	

As is evident in the above table, the salaries of the individuals holding the three principal faculty ranks (professor, associate professor, and assistant professor), favor the males in every instance. In the report for 1979-80, it was noted that the average salary of female assistant professors with academic year appointments slightly exceeded (by $38) that of their male counterparts. That lone advantage was lost in 1980-81, however, when the average salary for male assistant professors with academic year appointments moved ahead of that of their female counterparts by $207.

In supplying information for this survey, deans and directors of the 62 schools in the United States were asked to include ethnic data for their full-time faculty. Only the University of Chicago declined to respond to this portion of the questionnaire. From these responses, we know that all new appointments among deans and directors were white. Of the three new professors, one was Hispanic while the other two were white. All 8 of the new associate professors were white. Of the 24 new assistant professors in U. S. schools, one was Black, one was Hispanic, and one was an Asian or Pacific Islander; the other 21 were white. All new instructors and lecturers were white. Thus, among the 51 new faculty appointments (including 9 deans and directors) in U. S. library schools in 1980-81, there were 4 (7.8 percent of the total) who represented minorities. In 1979-80 there were 58 new appointments (including 9 deans and directors) 4 of whom were minorities (6.9 percent).

As in 1979-80, only the University of Chicago among the 69 schools in the U. S. and Canada declined to respond to the question of the age, by 5 year categories, of the full-time faculty. The following table indicates the age categories into which all new faculty appointments fell in both the United States and Canada.

TABLE I-16: Age Categories (on Jan. 1, 1981) of New Faculty Appointments in 1980-81 among AALS Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	1	2		4		2				9
Professors	1				2					3
Assoc. Profs.				1	2	1	3	1		8
Asst. Profs.		2		2	1	2	11	9	3	30
Instructors								6		6
Lecturers							1			1
Total	2	4	0	7	5	5	15	16	3	57

The following table shows the ethnic background of the full-time faculty of library schools in the United States. Canadian schools were not requested to provide this information and the University of Chicago declined. Faculty appointed in 1980-81 have been included; associate (assistant, etc.) deans and directors are included with their appropriate academic titles. Of the 636 full-time faculty members shown, a total of 63, or 9.9 percent, were minority. In 1979-80, 59 out of a total of 566, or 9.4 percent, were minority. There was thus an increase of one-half of one percent in minority representation in 1980-81.

TABLE I-17: Ethnic Background of 636 Full-time Faculty (U.S.), in 61 AALS Member Schools

Rank	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Directors			4		57	61
Professors		5	7	2	145	159
Assoc. Profs.	1	9	6	2	187	205
Asst. Profs.	1	3	16	3	156	179
Instructors			1	1	14	16
Lecturers	___	___	2	___	14	16
Total	2	17	36	8	573	636

Information was given earlier regarding the age categories applicable to deans and directors. The following table provides the information for all full-time faculty (713) in 68 of the AALS member schools (only the University of Chicago declined to provide this information.

As can be seen, 14.3 percent (102 individuals) were 60 years old or older; this compares with 13.2 percent last year. There were 343 faculty members age 50 years or older on January 1, 1981 (48.1 percent). On January 1, 1980, 46.9 percent of the full-time faculty were aged 50 years or older. This increase of 1.2 percent of faculty over 50 suggests that library science is not unlike higher education generally in that the faculty's average age is advancing.

TABLE I-18: Age Categories of Faculty on January 1, 1981, for 68 AALS Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	3	13	11	19	10	11	1			68
Professors	15	31	41	45	29	9	6			176
Assoc. Profs.	6	22	39	47	49	42	26	4		235
Asst. Profs.	1	8	13	21	26	32	60	33	6	200
Instructors				1		2	2	11		16
Lecturers		3	2	2	3	3	4	1		18
Total	25	77	106	135	117	99	99	49	6	713
Percentage of Total	3.5	10.8	14.9	18.9	16.4	13.9	13.9	6.9	.8	100

As in 1979-80, data were collected regarding the length of service of faculty in their respective schools. In the table that follows, the year represents the date of initial appointment to the school's full-time faculty, regardless of the individual's initial rank. Data were provided by all 69 schools in response to this question for a total of 722 faculty members (421 males and 301 females).

From this table, some interesting comparisons can be made. For example, among the 722 faculty in the 69 AALS member schools on January 1, 1981, 279 (38.6 percent) had been appointed as full-time in their present schools prior to 1971. Of these 279 individuals, 181 (64.9 percent) are males while 98 (35.1 percent) are females. Four hundred and forty-three faculty members (61.4 of the total) were appointed between 1972 and 1981 (i.e., during the past decade). Of this group, 240 are males (54.2 percent) while 203 are females (45.8 percent). Among the 247 faculty appointed during the past 5 years (1976-81), on the other hand, almost half are females (124 males and 123 females). It is obvious from these figures that women have considerably improved their numerical representation on library school faculties in recent years.

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1941		1												1
1946			1										1	
1948				1										1
1949					1	1							1	1
1951					1								1	
1952			1	1									1	1
1953	1		2										3	
1955														
1956	2		1										3	
1957				1		1								2
1958			1	1				1					1	2
1959			2	1		3							2	4
1960	1			1	1							1	2	2
1961		1	2	1	1	1						1	3	4
1962	1	1	3	2	1	2		2					5	7
1963	1	1	5	2	1	2	1	1					8	6
1964			1	2	6	1	1						8	3
1965	1		11	3	3	3							15	6
1966	1		9	5	5	6	2						17	11
1967	4	1	9	3	9	3	3					1	25	8
1968	4		12	2	8	4	2	3					26	9
1969	4		12	7	11	5	1	3			1		29	15
1970	6	1	12	4	12	6		2		1		1	30	15
1971	4	1	6	9	15	1	2	4				1	27	16
1972	3		5	1	13	7	4	4			1	2	26	14
1973	2		3	3	8	10	1	5			1		15	18
1974	3		6		9	11	9	4				1	27	16
1975	5		3	3	4	6	9	7					21	16
1976	1	2	4	1	4	6	13	9		1	1		23	19
1977	3	2	3	3	13	7	15	16	1	2			35	30
1978	1	2	2	1	4	7	15	12		2			22	24
1979	3	1	2	1	5	2	7	12	1	2	1	4	19	22
1980	4		2		5	4	8	18	2	4	1		22	26
1981			1				2	2					3	2
Total	55	14	121	59	140	99	95	105	4	12	6	12	421	301

In the following table, the date is shown of appointment to his/her present faculty rank for each of the 722 full-time faculty. Deans and directors have been distributed according to their faculty titles.

TABLE I-20: Year of Appointment of Full-time Faculty to Their Present Rank in Their Respective Schools

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1946		1										1
1947												
1948	1										1	
1949												
1950												
1951												
1952												
1953	1										1	
1954												
1955												
1956	1										1	
1957												
1958						1						1
1959												
1960												
1961	1										1	
1962			1			1					1	1
1963	5	1		1							5	2
1964			1		1						2	
1965	5	1	1	1							6	2
1966	8		2	2	2						12	2
1967	6	2	8	1	2					1	16	4
1968	9	3	5		2	3				1	16	7
1969	9	2	3	5	1				1		14	7
1970	12	6	3	6	1	3					16	15
1971	8	4	5	3	2	2					15	9
1972	13	1	10	4	4	1			1	1	28	7
1973	7	2	4	7	1	3			1		13	12
1974	7	3	7	7	7	5				1	21	16
1975	16	7	14	1	7	8					37	16
1976	14	6	11	7	13	10		2	1		39	25
1977	13	8	24	11	13	14	1	2		1	51	36
1978	9	6	20	17	17	17		1		2	46	43
1979	9	12	18	12	11	14	1	2	1	4	40	44
1980	14	4	11	18	9	21	2	5	1	1	37	49
1981					2	2					2	2
Total	168	69	148	103	95	105	4	12	6	12	421	301

Among the 69 AALS member schools, there were 36 promotions within the professorial ranks during 1980-81. The following table reveals the pattern of promotions during the past three years. Deans and directors who received academic promotions are included in these figures. New faculty have not been included--only those promoted from a lower rank within their schools.

TABLE I-21: Faculty Promotions in AALS Member Schools

Rank to Which Promoted	1980-81		1979-80		1978-79	
	Males	Females	Males	Females	Males	Females
Professor	8	4	6	11	4	5
Assoc. Prof.	6	14	12	11	7	8
Asst. Prof.	1	3	6	3	1	3
Total	15	21	24	25	12	16

Of the 722 full-time faculty in the 69 AALS member schools on January 1, 1981, including deans and directors, a total of 511 (70.8 percent) were reported as having earned doctorates as shown in the following table. On January 1, 1980, of 714 full-time faculty in 67 schools, 489 (68.5 percent) were reported as having earned doctorates. There was thus an increase of 2.3 percent. Among male faculty members, the increase was one percent (from 76.7 in 1980 to 77.7 in 1981), while among female faculty members the increase was 4.5 percent (from 56.8 in 1980 to 61.3 in 1981). While the increase among women was considerably more marked than among men, however, the percentage of male faculty members with earned doctorates still exceeds the percentage of women--by over 16 percentage points. There was an increase of the percentage of earned doctorates in each of the three professorial ranks, but the most marked increase was among the professors, from 79.4 percent on January 1, 1980, to 82.2 percent on January 1, 1981.

TABLE I-22: Earned Doctorates Held by Faculty in AALS Member Schools

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Deans & Directors	55	49	35	14	89.1
Female " "	14	13	11	2	92.9
Total	69	62	46	16	89.9
Male Professors	121	105	58	47	86.8
Female "	59	43	32	11	72.9
Total	180	148	90	58	82.2
Male Assoc. Profs.	140	104	71	33	74.3
Female " "	99	65	40	25	65.7
Total	239	169	111	58	70.7
Male Asst. Profs.	95	69	47	22	72.6
Female " "	105	60	41	19	57.1
Total	200	129	88	41	64.5

TABLE I-22: Earned Doctorates Held by Faculty in AALS Member Schools (cont.)

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Instructors	4	0	0	0	0
Female "	12	1	1	0	8.3
Total	16	1	1	0	6.3
Male Lecturers	6	0	0	0	0
Female "	12	2	1	1	16.7
Total	18	2	1	1	11.1
Total Males	421	327	211	116	77.7
Total Females	301	184	126	58	61.3
Total, Males & Females	722	511	337	174	70.8

The following table provides an analysis of the 174 doctorates outside the field of library and/or information science held by full-time faculty in the 69 AALS member schools on January 1, 1981. The distribution of these doctorates differs little from that provided in the 1979-80 report, although deans and directors were urged to be more precise in identifying specific areas, especially in the field of education. We can be sure that many of those identified as holding doctorates in education specialized in some specific aspect of education. As reported, the general field of education, with its identified subdivisions, accounts for roughly half of the doctorates in fields other than library and/or information science.

TABLE I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools

Education	23
Instructional Technology (including Instructional Development, Educational Communication, and Media)	24
Communication and/or Speech	8
Media Ecology	1
Elementary Education	1
Education of the Gifted Child	1
Education--Reading	1
Education--Curriculum, Instruction, Administration	5
Educational Leadership	1
Educational Administration	6
Adult Education	3
Higher Education	8

TABLE I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools (cont.)

Urban Education	1
International Education	1
Education and Library Science	2
Creative Arts Education	1
Management	2
Operations Research	1
Information Studies	1
Public Administration and/or Government	4
Political Science	2
Urban Planning	1
Sociology	4
History	11
American History	1
Literature	1
English Language and/or Literature	13
Romance Languages and Literature	2
Spanish Language and Literature	1
German Literature	1
Comparative Literature	1
Folklore and Literature	1
Classics	1
Latin	1
Linguistics	1
American Studies	1
Religion	1
Philosophy	6
Logic/Methodology	1
Law	1
Psychology	3
Musicology	1
Music History	1
Music Education	1
Art History	1
Engineering	1
Industrial Engineering	2
Mathematics	2
History of Science and Medicine	1
Comparative Science	1
Physics	4
Chemistry	3
Physical Chemistry	1
Biochemistry	1
Pharmacy	1
Microbiology	2
Zoology	1
Total	174

While 70.8 percent of the full-time faculty in the AALS member schools held earned doctorates on January 1, 1981, the percentage of individual schools' faculties holding the doctorate varied from 100 percent in 4 schools

to 10 percent in one school. The following table illustrates this variation. It may be noted that in 9 schools, fewer than half of the faculty have earned doctorates.

TABLE I-24: Percentage of Faculty Having Earned Doctorates in 69 AALS Member Schools on January 1, 1981

Percentage	Number of Schools
100	4
90-94	7
85-89	8
80-84	4
75-79	7
70-74	6
65-69	7
60-64	6
55-59	5
50-54	6
45-49	0
40-44	4
35-39	1
30-34	
25-29	
20-24	2
15-19	
10-14	2
5-9	
0-4	

Of the 722 full-time faculty in the 69 AALS member schools, 479 (66.3 percent) were reported as having tenure or its equivalent (such as "security of appointment"). As throughout higher education, the percentage of tenured faculty has been increasing for the past several years. In fact, since 1976-77, when tenure status was first included in this annual study, the percentage of tenured faculty among AALS member schools has increased by nearly 8 percent, as shown in the following table.

TABLE I-25: Percentage of Tenured Faculty Among AALS Member Library Schools

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60
1978-79	62.1
1979-80	64.8
1980-81	66.3

Seven of the 69 schools reported faculties with 100 percent tenure, (a gain of one over 1979-80), while one school had no tenured faculty. The following table shows the variation in the percentage of tenure among these schools.

TABLE I-26: Percentage of Tenured Faculty Among the 69 AALS Member Schools

Percentage of Tenured Faculty	Number of Schools
100	7
90 to 99	0
80 to 89	8
70 to 79	12
60 to 69	20
50 to 59	8
40 to 49	10
30 to 39	1
20 to 29	2
10 to 19	0
zero	1

In the table that follows, the 704 faculty salaries (including those for 66 deans and directors) reported by the AALS member schools (except those for Brigham Young and Chicago and that of the Interim Director at Emporia Kansas State) are distributed by rank in $500 blocks. The salaries of associate (assistant, etc.) deans and directors have been entered according to their faculty rank.

TABLE 1-27: Salaries on January 1, 1981, of 704 Full-time Faculty, AALS Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$57,500-57,999	1											
57,000-57,499												
56,500-56,999			1									
56,000-56,499												
55,500-55,999	3											
55,000-55,499												
54,500-54,999												
54,000-54,499	1											
53,500-53,999			1									
53,000-53,499				1								
52,500-52,999												
52,000-52,499	1											
51,500-51,999	3											
51,000-51,499	2											
50,500-50,999												
50,000-50,499	1			1								
49,500-49,999												
49,000-49,499												
48,500-48,999												
48,000-48,499			1									
47,500-47,999				1								
47,000-47,499	3		3									
46,500-46,999												
46,000-46,499	2											
45,500-45,999	2											
45,000-45,499			1	1								
44,500-44,999	1		1	1								
44,000-44,499	1		4									

TABLE I-27: Salaries on January 1, 1981, of 704 Full-time Faculty, AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$43,500-43,999	2											
43,000-43,499	3				1							
42,500-42,999	1		2									
42,000-42,499	2		1		1							
41,500-41,999	1		1									
41,000-41,499	4		2	3	2							
40,500-40,999			2	2								
40,000-40,499	2		1	1		1						
39,500-39,999	2			2	3							
39,000-39,499	2		1	1	1							
38,500-38,999	1		1	1	1							
38,000-38,499	3		2	2	1	1						
37,500-37,999	2			1	1							
37,000-37,499	2			2	1							
36,500-36,999			1	4	1						1	
36,000-36,499	1			3	1							
35,500-35,999	1		1	1	1							
35,000-35,499	1		1	1	2		1					
34,500-34,999	2			6								
34,000-34,499				2	1							
33,500-33,999				4	3							
33,000-33,499			2	2				1				1
32,500-32,999	2		2	6	1	1	1					
32,000-32,499				6	1	1						
31,500-31,999				4	2							
31,000-31,499				11		1	1					2
30,500-30,999		1		2		1						
30,000-30,499	1	3	1	9	2	4	2	1				

TABLE I-27: Salaries on January 1, 1981, of 704 Full-time Faculty, AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$29,500-29,999		1	3	2		2						
29,000-29,499	1		1	11	1	3	1					
28,500-28,999		1		4		3						
28,000-28,499				7	1	4	1	2				1
27,500-27,999			1	4	2	7	1					
27,000-27,499	1			4	1	6	3					1
26,500-26,999				6	3	10	1					
26,000-26,499		2		2	2	8	1					
25,500-25,999				2		5	1				1	
25,000-25,499				3	1	16	1					1
24,500-24,999				1		17		6				
24,000-24,499				1	1	14	2	2				
23,500-23,999				3	3	15	1	1				
23,000-23,499				2		18	2	12				
22,500-22,999				1	1	11	1	13				
22,000-22,499						7	1	7				
21,500-21,999				1		8	2	6				
21,000-21,499				1	1	7	2	9			1	1
20,500-20,999						3		9			2	
20,000-20,499				1		7		22				1
19,500-19,999						1		18				1
19,000-19,499						1		17				
18,500-18,999						3		14				
18,000-18,499						1		11	1	2		1
17,500-17,999							1	6		3		1
17,000-17,499								8		4	1	
16,500-16,999								1		2		
16,000-16,499								4		3		

TABLE I-27: Salaries on January 1, 1981, of 704 Full-time Faculty, AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$15,500-15,999												
15,000-15,499								1			1	
14,500-14,999												
14,000-14,499										1		
TOTALS	58	8	38	137	44	187	27	171	1	15	7	11

This was the second year in which AALS associate-member schools were invited to participate in this survey. Questionnaires were sent to 33 schools listed as associate members in the 1980 directory issue of the Journal of Education for Librarianship. Omitted from that list was the School of Library Service at the University of Southern Mississippi since that school's program had been accredited by ALA and is included among the accredited programs in this survey. Also omitted was the College of Librarianship, Wales. The School of Library and Information Science of the University of Mississippi has been included among the associate member schools because ALA's accreditation was awarded to that school's program after the cut-off date for this survey.

Of the 33 programs to which questionnaires were sent, responses were received from 23. A year ago, responses were received from 27 out of 35. The schools responding in 1980-81 were: Appalachian State University (Department of Library Science); Auburn University (Department of Educational Media); Bowling Green State University (Department of Library and Educational Media); Bridgewater State College (Library Science Department); California State University (Library Services Credential Program); East Carolina University (Department of Library Science); Indiana State University (Department of Library Science); Kutztown State College (Department of Library Science); James Madison University (Department of Library Science and Educational Media); Mankato State University (Library Media Education Department); University of Mississippi (Graduate School of Library and Information Science); Murray State University (Department of Library Science); University of North Carolina at Greensboro (Library Science/Educational Technology Division); University of Puerto Rico (Graduate School of Librarianship); Purdue University (Library Media and Instructional Development Section of the Department of Education); Sam Houston State University (Library Science Department); Shippensburg State College (Library Science Department); Southern Illinois University (Department of Curriculum, Instruction and Media); Spalding College (Department of Library Science); Utah State University (Department of Instructional Media); Western Kentucky University (Department of Library Science and Instructional Media); Western Maryland College (Educational Media Program); and the University of Wisconsin-Oshkosh (Department of Library Science).

No response was received from the following AALS associate-member schools: Central Missouri State University (Department of Library Science); Chicago State University (Department of Library Science and Communication Media); Memphis State University (Department of Library Service); National College of Education (Graduate Program in Library Science and Instructional Media); Villanova University (Graduate Department of Library Science); and West Virginia University (Department of Library Science). The School of Library Science at St. Cloud State University reported that "our University-wide library service program is so closely related to the library science program that it is not possible to list only six (6) teachers," the program being "allocated 6 FTE positions." While a roster of 28 faculty members was sent by St. Cloud, it was not thought possible to incorporate such a group in this survey. Oklahoma State University reported that "our professors are so intertwined with elementary and instructional media education that it is nearly impossible to extract their library science media contributions." East Tennessee State University reported "Our Library Science masters degree program has been inactive for the present; we are not admitting graduate students." Our Lady of the Lake University reported that "We are in an interim period at present. All faculty in the program are part-time until a Director will be named, hopefully this spring."

Five schools or programs are included in this, the 1980-81 report, that were not part of the 1979-80 survey: Appalachian State University; Bridgewater State College, California State University, Los Angeles; the University of Puerto Rico; and Purdue University. There were 8, however, that were included in the 1979-80 survey, that are not included in the present report. Of these 8, the schools at Ball State University and the University of Southern Mississippi have been moved into the ALA-accredited group. Oklahoma State University is no longer an AALS associate member, while the following four schools did not respond to the questionnaire: Central Missouri State University, Chicago State University, East Tennessee State University, and Memphis State University. As noted earlier, the response from St. Cloud State College could not be used because of the difficulty in identifying full-time faculty.

As was noted in the 1980 report, a meaningful analysis of the faculty among the AALS associate-member schools is much more difficult than that for the ALA accredited programs. A number of the AALS associate-member schools have programs that give as much emphasis to instructional technology, educational media, and communication as they do to library science. Four of the 33 do not even have the word library in their names.

Whereas the executive officers of 65 percent of the schools on the ALA accredited list have the title dean, in only one instance is an AALS associate-member school headed by a dean, that being the Center for Library and A. V. Education at St. Cloud State College. Whereas only 6 percent of the ALA accredited programs are organized as departments, 70 percent of the AALS associate-member schools have departmental status.

The following tables show the distribution of the titles of the executive officers as reported in the 1980 directory issue of the Journal of Education for Librarianship and the distribution by organizational status of the 33 programs:

TABLE I-28: Titles of 33 Heads of AALS Member Schools

Title	Number	Percentage
Dean	1	3
Director	6	18
Chair	16	52
Acting Chair	1	
Head	6	18
Coordinator	3	9

TABLE I-29: Organizational Status of 33 AALS Associate-Member Library Schools

Name	Number	Percent
School	2	6
Division	3	9
Department	23	70
Program	4	12
Center	1	3

Among the 23 AALS associate-member schools that contributed data for this study, the number of full-time faculty varied from one (in 3 schools) to 8 (in 2 schools). Because in a number of these programs, degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full time to instruction in librarianship. In 3 programs the executive officer is not a full-time member of the faculty, while in 2 instances that individual is the only full-time member.

Among the 23 AALS associate-member schools, there were 117 full-time faculty members (including 20 heads of such programs) as of January 1, 1981. The average faculty size was slightly over 5 (5.09 to be exact). The average in 1980 for 27 schools for which data were provided was 5.41. The 1981 average faculty size among the ALA-accredited programs was 10.46. The following table suggests the considerable variation in faculty size among the AALS associate-member schools.

TABLE I-30: Full-time Faculty Among 23 AALS Associate-Member Schools, 1980-81

Number of Full-time Faculty	Number of Schools	Percentage of Total (23)
1	3	13.0
2	1	4.3
3	0	-
4	2	8.7
5	6	26.1
6	5	21.7
7	4	17.4
8	2	8.7

Of the 117 full-time faculty in the 23 AALS associate-member schools responding to our questionnaire, 66 (56.4 percent) were males while 51 (43.6 percent) were females. Among the 27 schools for which data were supplied in 1980, the percentage of male faculty was 54.1 while female faculty accounted for 45.9 percent. There was thus a slight gain (2.3 percent) by the males. The group of schools reporting was sufficiently different, however, to suggest that this change probably does not represent a trend.

The following table provides the distribution by sex among the academic ranks:

TABLE I-31: Rank and Sex of Full-time Faculty in 23 AALS Associate-Member Schools, 1980-81

Number	Rank	Males	Females
20	Deans & Directors	15 (75 %)	5 (25 %)
19	Professors	10 (52.6%)	9 (47.4%)
33	Associate Professors	21 (63.6%)	12 (36.4%)
42	Assistant Professors	20 (47.6%)	22 (52.4%)
2	Instructors	-	2 (100%)
1	Lecturers	-	1 (100%)
Total: 117		66 (56.4%)	51 (43.6%)

When the above table is compared with Table I-4 (page F-4) for the ALA accredited programs, a remarkable degree of similarity is found in the total distribution of faculty by sex. Whereas among the accredited programs, 58.3 percent of the full-time faculty are males, among the AALS associate-member schools that figure is 56.4 percent, a difference of less than 2 percent. Among full professors, however, women are considerably better represented among the associate-member schools.

Among the 20 full-time executive officers of the AALS associate-member schools, 11 had fiscal year appointments while 9 had academic. Eighteen (90 percent) had earned doctorates; the 2 without doctorates held master's degrees in library science; one also held an advanced certificate. Of the 18 doctorates, 7 were in library science; 3 were in library science combined with education. The remaining 8 doctorates were in education with the following specializations: education administration, education communication and technology, educational media, instructional development, instructional media, secondary education, instruction and systems technology, and educational technology. Whereas 74.2 percent of the heads of ALA accredited programs holding doctorates had earned those doctorates in library and/or information science, that percentage among the 18 heading AALS associate-member schools was 38.9. As noted in the 1980 report, this difference can probably be explained by the fact that most of the latter headed departments within schools of education. Of the 20 heads of AALS associate-member schools, 18 had tenure on January 1, 1981.

Nineteen of the 20 full-time heads of the AALS associate-member schools were white; the single minority person was Hispanic. The age categories for these 20 individuals were as follows:

TABLE I-31: Age Categories of 20 Full-time Heads of AALS Associate-Member Schools

Age Categories	Number & Percentage	
60-64	1	(5 %)
55-59	4	(20 %)
50-54	4	(20 %)
45-49	5	(25 %)
40-44	5	(25 %)
35-39	1	(5 %)

As a group, the heads of the AALS associate-member schools were slightly younger than their counterparts in the ALA accredited programs. See Table I-7 (page F-6).

Salaries were provided for 19 of the full-time executive officers of the AALS associate-member schools. Among the 11 individuals with fiscal year appointments, these salaries ranged from a high of $41,600 to a low of $19,000. The average fiscal year salary was $31,045 (median $31,872). The average among the ALA accredited programs was $42,628, a difference of $11,583, or 37.3 percent.

The salaries for the 8 heads of AALS associate-member schools with academic year appointments varied from a high of $31,990 to a low of $18,500; their average salary was $27,201 (median $27,508). This average salary was $1,799 (6.6 percent) less than that ($29,000) for 8 heads of ALA accredited programs with academic year appointments.

When the average salaries on January 1, 1981, of the 19 full-time heads of AALS associate-member schools are compared with those of the same group in 1980, it is found that those with fiscal year appointments improved by $1,009 (3.4%), from $30,036 to $31,045. For the 8 individuals with academic year appointments, the improvement was $1,959 (7.2%), from $25,242 to $27,201.

The length of service as executive officers of their respective schools is shown in Table I-32 for the heads of the 20 AALS associate-member schools responding to our questionnaire. Three of these individuals (15 percent) assumed their administrative duties in 1980, 2 (both males) having been appointed from outside the program and one (a female) from within. For the other 17 appointed prior to 1980, 10 had been members of the program's faculty prior to their appointment as head. For the other 7, their initial appointment as a faculty member coincided with their appointment as executive officer.

TABLE I-32: Length of Service of 20 Heads of AALS Associate-Member Schools

Year of Appointment to Head the Program	Number Appointed That Year
1966	2
1967	-
1968	-
1969	-
1970	-
1971	1
1972	4
1973	3
1974	-
1975	1
1976	1
1977	3
1978	-
1979	2
1980	3

The average term of administrative service for these 20 individuals was

5.5 years; last year the average for the group was 5.97. Among the heads of ALA accredited programs this average was 7.2 years as computed for the current report (see page F-7).

The faculty rank of the 20 heads of AALS associate-member schools on January 1, 1981, was as follows: 11 (55 percent) were professors; 8 (40 percent) were associate professors; and one (5 percent) was an assistant professor. All except the assistant professor and one associate professor (90 percent) were tenured.

Only one AALS associate-member school reported having a full-time faculty member assigned to assist in administration. This individual's title was assistant chair; she was appointed to this post in 1980, has the rank of professor, and was a member of the faculty prior to the appointment.

Among the 117 full-time faculty in the 23 AALS associate-member schools responding to our questionnaire, there was a total of 10 new appointments (one each in 10 schools). This number includes the 2 heads of programs that represented new faculty appointments. These 10 new appointments represent 8.5 percent of the total; last year this percentage was 9.6. This ratio of 8.5 percent of new appointments in 1980-81 is slightly higher than that for the ALA accredited schools which was 7.8 (see page F-9). The rank and sex of these 10 new appointments is shown below:

TABLE I-33: New Faculty Appointments in AALS Associate-Member Schools, 1980-81

Rank	Total Number	Males	Females
*Deans and Directors	2	2	0
Professors	-	-	-
Associate Professors	2	1	1
**Assistant Professors	4	2	2
Instructors	1	0	1
Lecturers	1	0	1
Total:	10	5	5

*One professor and one associate professor.
**Includes one visiting assistant professor.

As shown above, the 10 new faculty appointments among the AALS associate-member schools contributing to this survey were divided evenly between men and women whereas in 1979-80, when there were 14 new appointments among 27 schools, only 4 went to women.

Because of the very small number of new appointments when distributed by rank, the only rank in which salary data have any real meaning is that of assistant professor. Salary figures were provided for only 3 of these, however, ranging from a high of $18,743 to a low of $15,300, for an average of $16,881. This average among ALA accredited programs was $19,146 (see page F-10).

Two of the 4 new assistant professors had completed their doctorates by January 1, 1981, one in instructional media and the other in instructional systems technology. The other 2 held master's degrees in library science.

The following table enables one to compare the average full-time faculty salaries, exclusive of deans and directors, of 22 AALS associate-member schools with those of the ALA accredited programs. (Bridgewater State College did not provide specific salaries for its 5 full-time faculty members.)

TABLE I-34: Faculty Salary Comparisons, ALA Accredited Programs and AALS Associate-Member Schools, 1980-81

Faculty Rank & Term of Appointment	ALA Accredited Programs		AALS Associate Member Schools	
	Average	Median	Average	Median
Professors (fiscal year)	$39,758	$40,909	$30,000	$30,000
Professors (academic year)	31,655	31,100	26,400	26,029
Assoc. Professors (fiscal year)	32,253	32,453	28,026	29,040
Assoc. Professors (academic year)	24,677	24,400	22,610	22,505
Asst. Professors (fiscal year)	25,851	25,835	24,295	21,520
Asst. Professors (academic year)	20,480	20,002	19,777	19,539
Instructors (fiscal year)	18,000	18,000	-	-
Instructors (academic year)	17,019	17,080	16,200	16,200
Lecturers (fiscal year)	22,684	20,766	-	-
Lecturers (academic year)	24,943	25,461	13,500	13,500

The following table enables one to compare the average salary of male and female faculty in each academic rank (exclusive of deans and directors) among the 23 AALS associate-member schools that responded to our questionnaire. (Of the 97 full-time faculty positions reported by these 23 schools, exclusive of the executive officers of 20 schools, 4 faculty salaries were not provided, thus giving us a total of only 93.) As was true also among the ALA accredited programs (see pages F-14-15), in none of the principal faculty ranks did the salary of females exceed that of males.

TABLE I-35: Comparison of Average Faculty Salaries for Males & Females in 23 AALS Associate-Member Schools, 1980-81

Fiscal Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	1	$30,000	0	-
Assoc. Professor	5	28,36[illegible]	1	$26,346
Asst. Professor	3	26,207	1	18,560
Instructor	0	-	0	-
Lecturer	0	-	0	-
	9		2	

TABLE I-35: Comparison of Average Faculty Salaries for Males & Females in 23 AALS Associate Member Schools, 1980-81 (cont.)

Academic Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	9	$27,151	9	$25,650
Assoc. Professor	16	22,848	10	22,229
Asst. Professor	14	19,794	21	19,766
Instructor	0	-	2	16,200
Lecturer	0	-	1	13,500
	39		43	

Of the 117 full-time faculty, including the deans and directors, among the 23 AALS associate-member schools represented in this survey, a total of 7 (6 percent) were identified as minority (5 Hispanics, one Black, and one Asian Pacific). It is, perhaps, appropriate to note that all 5 Hispanics are members of the faculty of the Graduate School of Librarianship at the University of Puerto Rico. When this one traditionally Hispanic school is omitted, minority representation on the full-time faculties of the remaining 22 schools drops to 2 individuals among 112.

TABLE 1-36: Age Categories of 117 Full-time Faculty in 23 AALS Associate-Member Schools on January 1, 1981

	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors		1	4	4	5	5	1			20
Professors	1	3	4	9	2					19
Assoc. Prof.	1	2	2	8	7	4	7	2		33
Asst. Prof.		2	2	6	6	10	12	2	2	42
Instructors				1			1			2
Lecturers								1		1
Total:	2	8	12	28	20	19	21	5	2	117
Percentage:	1.7	6.8	10.3	23.9	17.1	16.2	17.9	4.3	1.7	99.9

The faculty among the AALS associate-member schools, like the faculty among the ALA accredited programs, was slightly older in 1981 than in 1980. Whereas 39.1 percent were over 50 on January 1, 1980, that percentage had increased to 42.7 in 1981. Among the ALA accredited programs, 48.1 percent of the faculty members were over 50 on January 1, 1981.

Of the 117 full-time faculty, including the executive officers, among the 23 schools under review, 80 (68.4 percent) had earned doctorates by January 1, 1981. This is a slight decline from the percentage a year earlier, which was 71.9. (Among ALA accredited programs, 70.8 percent held the doctorate on

January 1, 1981.) Of these 80 individuals holding the doctorate, 48 were males (60 percent) while 32 were females (40 percent). Of the 37 lacking the doctorate, 18 (48.6 percent) were males while 19 (51.4 percent) were females.

Of the 80 doctorates held among the 23 AALS associate-member schools, 32 (40 percent) were in library and/or information science. There were 5 others in which the degree represented a joint program between library science and an area of education. The 43 doctorates not in library science fall in the following areas of concentration:

TABLE I-37: Earned Doctorates Outside Library Science Held by Faculty in AALS Associate-Member Schools

Education	3
Instructional Technology (including instructional development, educational communication, and media)	20
Elementary Education	1
Secondary Education	1
Higher Education	2
Educational Administration	6
Adult Education	2
Curriculum and Instruction	2
Comparative Science	1
History	1
English Language and Literature	1
Spanish Studies	1
Language Arts	1
Philosophy	1
	43

The following table gives the length of service as a full-time faculty member within their respective schools of each of the 117 current full-time faculty members. From this it can be seen that 56.4 percent have been full-time members of their respective faculties for a decade or less (i.e., appointed in 1971 or later). Only 17 of the 117 (14.5 percent) have been full-time faculty members of their respective schools for 15 or more years.

TABLE I-38: Year of Initial Full-Time Faculty Appointment at Present School (23 AALS Associate-Member Schools)

	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instrs.		Lects.		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1948				1										1
1949	1												1	
1950														
1951														
1952														
1953														
1954					1								1	

TABLE I-38: Year of Initial Full-Time Faculty Appointment at Present School (23 AALS Associate-Member Schools)

	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instrs.		Lects.		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1955														
1956							1						1	
1957							1						1	
1958		2	1										1	2
1959			1	1									1	1
1960														
1961			1		1								2	
1962			1	2									1	2
1963	1												1	
1964				1										1
1965					1								1	
1966					1			1					1	1
1967	1				2								3	
1968	1	1	1	1	1	1		1					3	4
1969	2			3	2	4	2	1					6	8
1970	2		1		2	1		1					5	2
1971	1		1		1	1	1	3					4	4
1972	2				2	1							4	1
1973	1				2		1	3					4	3
1974			1		1		1	1		1			3	2
1975	1		2		1		1	3					5	3
1976					1	1	2	3					3	4
1977		2					1	1					1	3
1978						2	2	1					2	3
1979					1		5	1					6	1
1980	2				1		2	2		1		1	5	4
1981						1								1
Total	15	5	10	9	21	12	20	22		2		1	66	51

The following table shows the year of appointment of each of the 117 full-time faculty members to his/her present academic rank, whether this was the initial rank to which the individual was appointed or whether there has been a promotion since the initial appointment. The executive officers have been included and tabulated according to their academic rank.

TABLE I-39: Year of Appointment to Present Faculty Rank in Present School (23 AALS Associate-Member Schools)

	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1961	1										1	
1962												
1963												
1964												

TABLE I-39: Year of Appointment to Present Faculty Rank in Present School
(23 AALS Associate-Member Schools) (cont.)

	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1965												
1966	2				1						3	
1967			1								1	
1968			1			1					1	1
1969			2								2	
1970			3								3	
1971				1	1	1					1	2
1972	3	1	2			1					5	2
1973		1	4	1	3	3					7	5
1974	1		3		1	1		1			5	2
1975	4	2	2			3					6	5
1976		1	1	1	2	4					3	6
1977	4	1	3	1	1	6					8	8
1978	2	5	2	4	2	1					6	10
1979		1	1	4	5	1					6	6
1980	1		3		4	1		1		1	8	3
1981				1								1
Total	18	12	28	13	20	23		2		1	66	51

Among the 117 faculty under review, only 3 were promoted to a higher academic rank in 1980-81. One male was promoted to the rank of associate professor and 2 males to the rank of assistant professor.

Of these 117 faculty members, 83 (70.9 percent) were tenured on January 1, 1981, including 18 assistant professors. This percentage compares to 66.3 among 722 faculty members of ALA accredited programs.

In the table that follows, the 112 known salaries of full-time faculty in 22 AALS associate-member schools are distributed by rank in $500 blocks. (As noted earlier, Bridgewater State College did not provide salary figures for its faculty.)

TABLE I-40: Faculty Salaries, 1980-81, by Rank in $500 Blocks (22 AALS Associate-Member Schools)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$41,500-41,999	1											
37,000-37,499	1											
36,500-36,999												
36,000-36,499												
35,500-35,999							1					
35,000-34,499												
34,500-34,999												
34,000-34,499												
33,500-33,999	1											
33,000-33,499												
32,500-32,999												
32,000-32,499	1			1								
31,500-31,999	2	1		1								
31,000-31,499	1											
30,500-30,999												
30,000-30,499		2	1	1	1							
29,500-29,999	1			1	1							
29,000-29,499					1							
28,500-28,999	1				1							
28,000-28,499		1		1								
27,500-27,999												
27,000-27,499		1						1				
26,500-26,999		1		1								
26,000-26,499				3	1	4						
25,500-25,999				3								
25,000-25,499				1		1		1				
24,500-24,999		1		1		1						

TABLE I-40: Faculty Salaries, 1980-81, by Rank in $500 Blocks (22 AALS Associate-Member Schools) (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$24,000-24,499	1					1	1					
23,500-23,999				1	1	2						
23,000-23,499				1								
22,500-22,999						5						
22,000-22,499				1		2		3				
21,500-21,999				1		2		4				
21,000-21,499						2						
20,500-20,999						3		2				
20,000-20,499						1		3				
19,500-19,999								2				
19,000-19,499	1							5				
18,500-18,999		1					2	4				
18,000-18,499						1		5				
17,500-17,999												
17,000-17,499						1		2				
16,500-16,999								2		1		
16,000-16,499												
15,500-15,999										1		
15,000-15,499								1				
14,500-14,999												
14,000-14,499												
13,500-13,999												1
13,000-13,499												
Totals	11	8	1	18	6	26	4	35	0	2	0	1

Part II:

As in 1980, this portion of the AALS survey is based upon answers provided in response to the general questionnaire devoted to faculty. It supplements Part I which was based upon confidential data supplied directly to the writer by deans and directors regarding salaries and other personal data pertaining to individual faculty members. Whereas schools were not identified individually in Part I because the data were provided to the writer on a confidential basis, in Part II no such restriction was placed. Schools responded to the AALS questionnaire in a non-confidential manner.

The deans and directors of all 69 ALA accredited programs on January 1, 1981, responded to the writer's personal request for salary and related information. Four of those individuals, however, declined to submit the AALS faculty questionnaire. The School of Library Media of Alabama A & M University, the Faculty of Library Science of the University of Alberta, the School of Library and Information Science at Catholic University, and the Graduate School of Library Science at McGill University are not, therefore, included among the statistics that follow. Alberta and McGill likewise did not participate in the 1980 study. Alabama A & M and Catholic University were included in 1980. Two other schools that did not participate in 1980, the School of Library Science at Emporia Kansas State University and the Division of Library Science at San Jose State University, did, however, submit the questionnaire for 1981. Thus, in each of the two years, 4 schools have been missing from among the ALA accredited programs. Two schools that were reported in 1980 among the AALS associate-member schools have moved into the ALA accredited group, the Department of Library Science at Ball State University and the School of Library Science at the University of Southern Mississippi. The Graduate School of Library and Information Science at the University of Mississippi remains among the AALS associate-member schools in the present report, however, because the ALA accreditation of its program occurred after January 1, 1981.

Of the 33 AALS associate-member schools listed in the directory issue of the Journal of Education for Librarianship for 1980, only 13 completed the faculty questionnaire. Last year 11 of these schools responded, including those at Ball State and Southern Mississippi, both of which have moved into the AALS member school category. The 13 AALS associate-member schools included here are: the Library Science Department of Bridgewater State College; the Department of Library Science and Instructional Technology of Central Missouri State University; the Department of Library Science of Indiana State University; the Department of Library Science at Kutztown State College; the Graduate School of Library and Information Science of the University of Mississippi; the Graduate Program in Library Science and Instructional Media at the National College of Education; the Library Science/Educational Technology Division of the University of North Carolina at Greensboro; the Library Science Department of Sam Houston State University; the Library Science Department of Shippensburg State College; the Department of Curriculum, Instruction, and Media at Southern Illinois University; the Department of Library Science at Spalding College; the Department of Library Science and Instructional Media of Western Kentucky University; and the Educational Media Program of Western Maryland College.

This list of 13 schools differs considerably from that of the 23 AALS associate-member schools that responded to the writer's request for salary data (see page F-28). While two schools appear on the above list that did not respond to the writer's salary questionnaire, 13 schools that provided salary data failed to respond to the AALS questionnaire. There is little correlation, therefore, between the statistics on AALS associate-member library schools in Part I of this report and those appearing in Part II.

The first question on faculty appearing in the AALS questionnaire pertained to the number of full-time faculty in 1979-80. It should be kept in mind that throughout Part I of this survey, the figures pertain to full-time faculty during 1980-81. The salary statistics that parallel those in Part II (1979-80) in this report are found in Part I of the AALS report published in 1980. For that report, data were reported for 67 AALS member schools, for a total of 714 full-time faculty members as of January 1, 1980. That total did not include, however, the faculty at Ball State and Southern Mississippi, while it did include the four schools that failed to respond to the AALS questionnaire for the current report (Alabama A & M, Alberta, Catholic, and McGill).

The following two tables represent compilations of full-time faculty in various academic terms as reported by 65 AALS member schools and by 13 AALS associate-member schools. The academic calendar reported by each should help to interpret these figures, although for comparative purposes, it is probably only the fall term that has real meaning--it is the only term that all schools have in common.

The 65 AALS member schools reported a total of 694 full-time faculty in the fall term of 1979, for an average faculty size of 10.68. The average of the 67 schools responding to the writer's salary survey for 1979-80 (see page F-3 of the 1980 report) was 10.66. The average for the 13 AALS associate-member schools was 4.2.

TABLE I-41: Full-time Faculty in 65 AALS Member Schools, 1979-80

	Academic Calendar	Fall	Winter	Spring	Summer
Alabama*	Semester	10	10		8
Albany	Semester	15		15	6
Arizona*	Semester	9		9	3/3
Atlanta	Semester	7		6	4
Ball State*	Quarter	11	9	10	6
Brigham Young	Trimester	7	7	3	3
British Columbia	Semester	10	10	10	1
Buffalo	Semester	9		9	4
Calif.-Berkeley	Trimester	14	13	14	3
Calif.-L.A.	Quarter	15	14	14	3
Case Western	Semester	15		15	7
Chicago	Quarter	7	9	9	9
Clarion	Semester	9		8	3
Columbia*	Semester	12		11	5
Dalhousie	Semester	7	7		1
Denver	Quarter	16	17	16	12
Drexel*	Quarter	13	13	13	11
Emory	Quarter	9	8	9	7
Emporia*	Semester	8		8	5

TABLE I-41: Full-time Faculty in 65 AALS Member Schools, 1979-80 (cont.)

	Academic Calendar	Fall	Winter	Spring	Summer
Florida State	Quarter	11	11	11	9
Geneseo	Semester	10		10	5
Hawaii	Semester	8		8	8
Illinois	Semester	14		14	9
Indiana	Semester	11		11	10
Iowa	Semester	8		8	5
Kent State	Semester	9		9	5
Kentucky	Semester	12		12	8
Long Island	Semester	10		10	7
Louisiana State	Semester	7		7	7
Maryland	Semester	18		18	14
Michigan*	Trimester	17	16	10	12
Minnesota*	Quarter	9	9	9	5/5
Missouri	Semester	12	12		10
Montreal	Semester	10	10		
North Carolina	Semester	15		15	8
N. C. Central	Semester	10	10	10	6
Northern Illinois	Semester	7		7	4
North Texas	Semester	10		10	9
Oklahoma	Semester	8	8	8	5
Peabody	Semester	6		6	5
Pittsburgh*	See note	21	20	16	8
Pratt	Semester	7		7	4
Queens	Semester	7		7	3
Rhode Island	Semester	9		9	7
Rosary	Semester	8		8	8
Rutgers*	Semester	19		19	3
St. John's	Semester	6		6	
San Jose	Semester	8		8	6
Simmons	Semester	14		17	13
South Carolina	Semester	8		8	8
Southern Calif.	Semester	14		14	10
Southern Conn.*	Semester	9		9	7
South Florida	Quarter	9	9	9	4
Southern Miss.	Semester	7		8	6
Syracuse	Semester	12		12	7
Tennessee	Quarter	8	8	8	8
Texas	Semester	15		15	10
Texas Woman's*	Semester	10		10	9/5
Toronto*	Semester	18		18	2
Washington	Quarter	11	10	10	2
Wayne State*	Quarter	8	8	8	6
Western Mich.	Trimester	10	9	4	6
Western Ontario*	Trimester	13	10	12	3
Wisc.-Madison	Semester	10	10		8
Wisc.-Milwaukee	Semester	8		7	7

*Notes:

Alabama: "Summer session equals two 5-week summer terms; there were 4 full-time teachers in the first summer term and 4 in the second."

Notes to Table I-41 (cont.):

Arizona: Two summer terms, 3 full-time faculty in each.

Ball State: "BSU has two summer sessions; each session counted."

Columbia: One vacancy in winter semester.

Drexel: "Not all worked fulltime, however, in summer."

Emporia: 2 five-week summer sessions.

Michigan: "Spring-Summer Trimester is divided into 2 half-terms; regular faculty may teach in one half-term but not in two."

Minnesota: Summer session, 5 in Session I and 5 in Session II.

Pittsburgh: Academic calendar: "Two 14-week terms (Fall and Winter) plus 1 term (Spring) sub-divided into 2, 7-week sessions."

Rutgers: "3 faculty members have calendar year appointments. Other regular faculty teach in summer but for extra pay."

Southern Connecticut: "The Division houses the following related programs: (1) MLS, (2) Undergraduate Library Science-Instructional Technology, (3) MS, Instructional Technology, (4) Sixth Year-Library Information Studies. In addition to 9 FT graduate library science faculty, there were 2 full-time Undergraduate program faculty and 1 full-time Graduate instructional technology faculty. Total F.T. faculty = 12."

Texas Woman's: Summer session: 9 faculty in Session I and 5 in Session II.

Toronto: Fall: "18 + 1 on leave."

Wayne State: Summer session was a "half-quarter."

Western Ontario: "There was a total of 20 regular full-time continuing faculty members available during the year."

TABLE I-42: Full-time Faculty in 13 AALS Associate-Member Schools, 1979-80

	Academic Calendar	Fall	Winter	Spring	Summer
Bridgewater St.	Semester	5	5	5	
Central Mo. St.	Quarter	5	5	5	3
Indiana State	Semester	5		5	4
Kutztown State	Semester	4		4	4
Mississippi	Semester	6		6	3
National Coll.	Quarter				1
N.C.-Greensboro	Semester	5	5		5
Sam Houston St.	Semester	7		7	6
Shippensburg St.	Semester	4	4	4	4
South. Illinois	Semester	5		5	3
Spalding Coll.	Semester	1	1	1	1
Western Kentucky	Semester	7	7	7	5
Western Maryland	Semester	1		1	1

The second question asked on the AALS questionnaire was the number of part-time faculty employed by each school during 1979-80. In identifying part-time faculty, schools were requested not to include (1) the advanced student who assists a regular faculty member in the teaching of a course; (2) a technician in charge of laboratory sessions for such courses as cataloging or media production; (3) a library science librarian who instructs students in the use of the library; and (4) the librarian who provides internships for library science students in his/her library. In computing the FTE of part-time faculty, schools were instructed to use their institutional formulae for this purpose.

From Table I-43 it can be seen that the use of part-time faculty varies greatly among the ALA accredited programs. Three schools made no use whatever of part-time faculty during 1979-80, while in two instances part-time faculty outnumbered full-time faculty. The average number in the fall term 1979 was slightly fewer than 4 per school, based on a total of 257. In the summer term the total was 235, for an average of 3.6 per school.

TABLE I-43: Part-time Faculty in 65 AALS Member Schools, 1979-80

	Academic Calendar	Fall		Winter		Spring		Summer	
		No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama*	Semester	2	.66	4	1.33			10	5
Albany*	Semester	8	.185			7	.165	2	-
Arizona	Semester	5	1.66			3	1.33	1	.5
Atlanta	Semester	1	.33			4	1.33	4	1.33
Ball State*	Quarter							8	4
Brigham Young	Trimester	4	.92	4	.92	2	.67	5	1.92
British Columbia	Semester								
Buffalo	Semester	2	.75			7	2	3	1.5
Calif.-Berkeley	Trimester	24	2.37	20	2.22	23	2.56	8	.73
Calif.-L.A.	Quarter	6	.62	14	1.72	1	1.48	2	.17
Case Western*	Semester	8	2			10	2.4	1	.2
Chicago	Quarter	2	1	3	1.5	3	1.5	5	2.5
Clarion	Semester								
Columbia	Semester	6	2			15	5	5	2.5
Dalhousie	Semester	8	2	8	2				
Denver	Quarter	1	.33	1	.33	6	1.8	6	1.8
Drexel	Quarter	3	1	6	2	5	1.67	6	2
Emory*	Quarter	2	.7	3	1.2	2	.7	6	2.4
Emporia*	Semester	4	1.1			7	2.2	9	3.5
Florida State	Quarter	1	.33	1	.33			2	.99
Geneseo	Semester					2	1	7	3.5
Hawaii	Semester	1	.3						
Illinois	Semester					4	1.3	3	1.5
Indiana	Semester	4	1.67			9	2.77	11	5.82
Iowa*	Semester	3	1			4	1.33	3	1.5
Kent State	Semester	5	1.2			6	1.47	14	4.05
Kentucky	Semester	1	.33			5	1.6	7	2.33
Long Island	Semester	4	1			4	1.25	2	.5
Louisiana State	Semester	1	.33			3	1		
Maryland	Semester	9	1.8			8	1.6	2	1
Michigan*	Trimester	5	1.75	8	2.25	5	.75	4	1
Minnesota	Quarter			1	.5	1	.5	1	.5
Missouri	Semester	2	.8	1	.5			2	.8
Montreal*	Semester	4	1	4	1				

TABLE I-43: Part-time Faculty in 65 AALS Member Schools, 1979-80 (cont.)

	Academic Calendar	Fall		Winter		Spring		Summer	
		No.	FTE	No.	FTE	No.	FTE	No.	FTE
North Carolina	Semester	2	.66			3	1	3	1
N. C. Central	Semester								
Northern Illinois	Semester	2	.5			1	.25		
North Texas	Semester	1	.33			3	1	4	1.33
Oklahoma	Semester							1	.5
Peabody	Semester	2	1.11			2	1.11	10	5
Pittsburgh*	See note	10	4	12	4.8	11	4.4	5	2
Pratt	Semester	6	2			7	2.3	3	1
Queens	Semester	3	1.33			8	2.67	1	.33
Rhode Island*	Semester	4	1.33			8	2.67	2	1
Rosary*	Semester	4	1.33			3	1.33	2	.67
Rutgers*	Semester	17	4.5			17	4.5		
St. John's*	Semester	2	.67			3	1	2	-
San Jose	Semester	7	1.2			7	1.2		
Simmons	Semester	12	4.33			4	1.33	6	3
South Carolina	Semester	3	-			4	-	6	-
Southern Calif.	Semester					2	.67	3	1
Southern Conn.	Semester	6	2			4	1.33		
South Florida	Quarter	1	.33			3	1	1	.33
Southern Miss.	Semester	4	1.33			3	1	3	1
Syracuse	Semester	5	1.25			9	2.25	8	4
Tennessee	Quarter	3	.75	2	.5	3	.75	4	1
Texas	Semester	1	.67			4	1.66	6	3
Texas Woman's*	Semester	3	.99			3	.99	See note	
Toronto	Semester	9	-			14	-	3	-
Washington	Quarter	1	.33	2	.67	2	.67	5	2.5
Wayne State	Quarter	1	.5			1	.5		
Western Mich.	Trimester	6	1.3	4	1.1	3	1	4	1.7
Western Ontario	Trimester	7	1.3	2	.6	5	1	3	.6
Wisc.-Madison	Semester	9	2.6	8	2.45			6	3
Wisc.-Milwaukee	Semester					2	.5	1	.5

*Notes to Table I-43:

Alabama: "Summer session equals two 5-week terms; there were 5 part-time teachers in the first summer term and 5 part-time teachers in the second. Each part-time teacher comprised .5 FTE."

Albany: "FTE not computed by Institutional Research Office for Summer session."

Ball State: The 8 part-time faculty shown for the summer (two sessions) were "full-time faculty members who taught less than full-time during one or two (or both) summer sessions."

Case Western: "Full-time faculty teach 5 courses per year; one course = 1/5 of full-time load."

Emory: "Full-time teaching load figured on basis of 10 quarter hours/quarter."

Emporia: "9 cr. hrs. = 1 FTE (academic semester). 5 cr. hrs. = 1 FTE each 5 week summer term."

Iowa: "One course per semester = one third-time load. One course per summer session = one half-time load."

Michigan: "Under our trimester calendar, the Spring-Summer term is divided to create the Spring half-term and the Summer half-term as shown."

Montreal: "FTE: 1/4 Regular teaching load of professor being 12 credits (4 courses)."

Rhode Island: "Fall and Spring terms - 3 courses = full-time. Summer term - 2 courses = full-time."

Rosary: In the Spring term "one person taught two sections of the same course."

Rutgers: "Ten regular faculty taught 10 courses. Nine others taught 11 courses. There is no FTE formula for summer."

St. John's: "F/T program: 3 courses, 1 course = .34 FTE, etc.

Texas Woman's: Summer Session I, 1 parttime faculty member = .33; Summer Session II, 4 part-time faculty members = 1.33.

TABLE I-44: Part-time Faculty in 13 AALS Associate-Member Schools, 1979-80

	Academic Calendar	Fall		Winter		Spring		Summer	
		No.	FTE	No.	FTE	No.	FTE	No.	FTE
Bridgewater St.	Semester	1	-	2	-	2	-		
Central Mo. St.	Quarter								
Indiana State	Semester	1	.33			1	.33		
Kutztown State*	Semester							1	.25
Mississippi	Semester							2	.67
National Coll.	Quarter	20	8	20	8	20	8	16	9
N.C.-Greensboro	Semester								
Sam Houston St.	Semester	1	.5			3	1.5		
Shippensburg St.	Semester	3	-	2	-	2	-	1	-
South. Illinois	Semester	1	-			1	-		
Spalding Coll.	Semester	4	1.3	4	1.3	4	1.3	7	2.3
Western Kentucky	Semester	3	1	3	1	3	1	1	.5
Western Maryland	Semester	1	-			1	-	1	-

*Notes to Table I-44.

Kutztown: "Full-time - 12 credits - 4 courses. 1/4 time - 3 credits - 1 course."

The fourth question on the faculty section of the AALS questionnaire asked for the average percentage of salary improvement for full-time faculty in 1979-80 over the previous year. This was followed by a question asking the basis on which these salary improvements were made. The responses to both of these questions appear in Table I-45. Where no response was given, a dash is shown.

Among the 58 AALS member schools that provided a percentage figure of increase, the average was 8.27. Among the 9 AALS associate-member schools that responded, the average increase was 6.96.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 65 AALS Member Schools in 1979-80

	Percentage of Improvement	Basis for Improvement
Alabama	9.3	Across the board
Albany	7.9	Cost of living & merit
Arizona	7	Cost of living & merit
Atlanta	7	Cost of living & merit & to achieve equity
Ball State*	10.33	Across the board & to achieve equity (see note)
Brigham Young	9	Merit alone
British Columbia	-	-
Buffalo	7	Cost of living & to achieve equity
California-Berkeley	19.4	Cost of living & merit
California-Los Angeles	14.3	Cost of living & merit
Case Western	7	Cost of living & merit
Chicago	-	-
Clarion	-	-
Columbia	-	Cost of living, merit, & to achieve equity
Dalhousie	19.25	Cost of living, merit, & to achieve equity
Denver	10	Merit alone
Drexel	6.5	Cost of living & merit
Emory	10	Cost of living & merit
Emporia	6.6	Merit alone
Florida State	4.5	Across the board & merit
Geneseo	7	Across the board (union contract)
Hawaii	7 + $20	Across the board (contract negotiated by union)
Illinois	6.65	Cost of living & merit
Indiana	6.1	Cost of living & merit
Iowa	7.1	Cost of living & merit
Kent State	6.9	Cost of living & merit
Kentucky	5	Cost of living & merit
Long Island	-	Across the board
Louisiana State	15.76	Across the board & merit and small portion of average percentage increase (approximately 2 percent) to achieve equity
Maryland	8.5	Cost of living & merit
Michigan	7	Merit alone
Minnesota	4.5	Cost of living & merit
Missouri	7	Merit alone
Montreal	5.4	Across the board & seniority
North Carolina	11	Cost of living & merit
North Carolina Central	7.5	Across the board, cost-of-living, & merit
Northern Illinois	8	Cost of living & merit
North Texas	5.1	Merit alone
Oklahoma	10-12	Cost of living, merit, & to achieve equity

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 65 AALS Member Schools in 1979-80 (cont.)

	Percentage of Improvement	Basis for Improvement
Peabody	10	Cost of living & merit
Pittsburgh	6	Cost of living & merit
Pratt	5 1/2 + $500 in Spring '80	Across the board
Queens	8	Across the board
Rhode Island	7.22	Across the board
Rosary	10	Across the board
Rutgers	8	Union contract (AAUP)
St. John's	5	Across the board
San Jose	10	Across the board
Simmons	7	Cost of living, merit, & adjustment
South Carolina	13.5	Merit alone
Southern California	6	Cost of living & merit
Southern Connecticut	7	Formula approved by Board of Trustees & AAUP
South Florida	4	Cost of living & merit
Southern Mississippi	10	Cost of living & merit
Syracuse	7	Cost of living & merit
Tennessee	7.1	Cost of living, merit, & to achieve equity
Texas	5.1	Merit alone
Texas Woman's	10	Merit alone
Toronto	$1,924	Cost of living & merit
Washington	10.65	Cost of living & merit
Wayne State	5.25	Across the board, plus selective
Western Michigan	8	Across the board
Western Ontario	-	Cost of living & merit
Wisconsin-Madison*	9	*Cost of living & merit
Wisconsin-Milwaukee	8.8	Cost of living & merit

*Notes to Table I-45:

Ball State: The "across the board increase" was explained as "45% based on existing salary and 45% equal shares." The remaining 10% was to achieve equity.

Wisconsin-Madison: "The total faculty compensation plan was 9% of the base. Of this, each faculty member received a 3.5% 'cost of living' increase. Another 3.5% was distributed in each department on a merit basis. The remaining 2% was an 'equity fund,' to be used for special increases to individual faculty members to meet documented equity problems."

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 13 AALS Associate-Member Schools, 1979-80

	Percentage of Improvement	Basis for Improvement
Bridgewater State	None	-
Central Missouri State	5	Across the board
Indiana State	11	Across the board & merit
Kutztown State	-	-
Mississippi	8	Cost of living & merit
National College	?	Cost of living & merit
No. Carolina-Greensboro	-	Cost of living, merit, & to achieve equity
Sam Houston State	5.1	Across the board
Shippensburg State	10	Merit, cost of living, & seniority
Southern Illinois	-	-
Spalding College	8	To achieve equity
Western Kentucky	7 1/2	Cost of living, merit, & to achieve equity
Western Maryland	8	Across the board

Questions 6 and 7 of the AALS questionnaire pertained to full-time faculty replacements as well as new faculty positions filled in 1979-80. Only 6 schools of the 65 AALS member schools cooperating in this study reported filling new positions during 1979-80--i.e., added positions to the schools' faculties. These 6 schools were Arizona (one professor); Dalhousie (one assistant professor); Peabody (one assistant professor); Pittsburgh (one adjunct assistant professor); South Carolina (one assistant professor); and Southern California (one lecturer). This number compares with a total of 15 new positions reported by the AALS member schools for 1978-79. As noted in last year's report, however, (see page F-49) there may have been some misinterpretation of the question last year and some of the 15 may actually have been faculty replacements.

Twenty-five of the AALS member schools (38.5 percent of the schools participating) reported faculty replacements during 1979-80, for a total of 35 individuals. These 35 faculty changes represent 5.6 percent of the total faculty (629) of these 65 schools, exclusive of the deans and directors.

Table I-47 identifies the schools in which these faculty replacements occurred and also reveals at what academic rank these replacements were appointed in relationship to the rank of their predecessors.

Among the 35 faculty replacements in 1979-80, 14 were at the same rank as that held by their predecessors (2 professors, one associate professor, 9 assistant professors, and 2 lecturers). There were 5 appointments to higher ranks: one associate professor was replaced by a professor; one assistant professor was replaced by an associate professor; 2 instructors were replaced by 2 assistant professors; and one lecturer was replaced by an instructor. On the other hand, 16 of the replacements (44 percent of the total) were made at a rank lower than that held by their predecessors. Two professors were replaced by associate professors while 4 others were replaced by assistant professors; 5 associate professors were replaced by assistant professors while one was replaced by an instructor. Three assistant professors were replaced by instructors while another was replaced by a lecturer.

Although the questionnaire did not ask for information regarding faculty vacancies, three schools noted having faculty vacancies that were funded in 1979-80 but not filled: Drexel and Louisiana both reported one vacancy, while Toronto reported 2.

TABLE I-47: Faculty Replacement Appointments among 26 AALS Member Schools, 1979-80

Arizona	One associate professor replaced by an assistant professor.
Buffalo	One associate professor replaced by an assistant professor.
Chicago	One assistant professor replaced by an associate professor.
Drexel	One associate professor replaced by an assistant professor.
Emporia	One lecturer replaced by a lecturer.
Illinois	One professor replaced by an associate professor.
Iowa	One associate professor, one assistant professor, and one lecturer all replaced by instructors.
Kent State	One professor replaced by a professor.
Kentucky	One assistant professor replaced by an assistant professor.
Michigan	Two assistant professors replaced by assistant professors and one lecturer replaced by a lecturer.
North Carolina	One assistant professor replaced by an assistant professor.
Northern Illinois	One assistant professor replaced by an assistant professor.
Peabody	One professor replaced by an assistant professor and one assistant professor replaced by a lecturer.
Pittsburgh	One professor replaced by an assistant professor.
Queens	One professor replaced by an associate professor.
Rutgers	One assistant professor replaced by an assistant professor; one instructor replaced by an assistant professor.
Simmons	One professor replaced by an assistant professor; one assistant professor replaced by an assistant professor; and one assistant professor replaced by an instructor.
South Carolina	One assistant professor replaced by an instructor; one instructor replaced by an assistant professor.
Southern California	One professor replaced by a professor.
Southern Mississippi	One assistant professor replaced by an assistant professor.
Texas	One associate professor replaced by an assistant professor.
Toronto	One associate professor replaced by an assistant professor.
Western Michigan	One assistant professor replaced by an assistant professor.

TABLE I-47: Faculty Replacement Appointments among 26 AALS Member Schools, 1979-80 (cont.)

Western Ontario	Two associate professors replaced by one associate professor and one temporary professor.
Wisconsin-Madison	One professor replaced by an assistant professor.

Among the 13 AALS associate-member schools, there was only one new faculty position reported as having been created and filled in 1979-80--the National College of Education reported such an addition, but noted that the individual was "without rank." Sam Houston State also reported having a new position created in 1979-80, an assistant professorship, but this position was not filled during the year. Sam Houston was the only school among the 13 AALS associate-member schools that reported the replacement of a full-time faculty member in 1979-80--an assistant professor was replaced with an individual at the same rank.

The seventh question on the AALS questionnaire asked for the percentage value of faculty fringe benefits, e.g., the worth of the institution's contributions to retirement, health insurance, etc., as a percentage of faculty salaries. This percentage is required in making grant proposals in many instances where faculty salaries are concerned and is often taken into account by persons considering offers of faculty positions. This same question was asked in 1980 and the results were summarized in that report (see page F-53). The average in 1979-80 among the 61 AALS member schools reporting precise figures was 19.64. Table I-48 provides a listing by school for both years.

Among the AALS associate-member schools, only 7 responded to this question, with the following results: Indiana State, 23.2 percent; Mississippi, 18 percent; North Carolina at Greensboro, 16.23 percent; Sam Houston State, 26 percent; Shippensburg State, 20 percent; Spalding College, 13.2 percent; and Western Kentucky, 34.35 percent. The average for this group was 21.57 percent.

TABLE I-48: Percentage Value of Fringe Benefits, AALS Member Schools

	1978-79	1979-80
Alabama	32	32
Albany	29.76	30.26
Arizona	No response	16
Atlanta	15	15
Ball State	-	21
Brigham Young	14.5	16.5
British Columbia	No response	No response
Buffalo	30.26	22.5
California-Berkeley	23	26
California-Los Angeles	23	23
Case Western	18.5	18.5

TABLE I-48: Percentage Value of Fringe Benefits, AALS Member Schools (cont.)

	1978-79	1979-80
Chicago	20.7	20.7
Clarion	24	28
Columbia	25	26
Dalhousie	10	10
Denver	19.5	19.5
Drexel	17	No response
Emory	15.5	11
Emporia	-	15
Florida State	15	15
Geneseo	29.67	32.54
~~Hawaii~~	21	21
Illinois	16.06	16.15
Indiana	23.85	24.43
Iowa	19	19
Kent State	19	19.5
Kentucky	14.5	14.5
Long Island	17	17
Louisiana State	16.5	16.5
Maryland	18	20 and hospital
Michigan	16	18
Minnesota	20.0501	19.369
Missouri	14	13.5
Montreal	11	11
North Carolina	16	16
North Carolina Central	No response	25
Northern Illinois	17	15 to 26
North Texas	12.77 + $35 flat amt.	25.5 + $40 flat amt. for ins.
Oklahoma	No response	20 approx.
Peabody	15.6	21.5
Pittsburgh	20	20
Pratt	16.5	19
Queens	24	24
Rhode Island	No response	26.3

TABLE I-48: Percentage Value of Fringe Benefits, AALS Member Schools (cont.)

	1978-79	1979-80
Rosary	"none established"	12
Rutgers	21	19
St. John's	15	15
San Jose	-	25
Simmons	21	21
South Carolina	13.63 + $26.50 per month	14.15
Southern California	19	12
Southern Connecticut	24	28.56
South Florida	15.49 + $19.61 per month for ins.	15
Southern Mississippi	-	16
Syracuse	29	20.8
Tennessee	15	15
Texas	24	25
Texas Woman's	25	25
Toronto	15	15
Washington	17	17
Wayne State	21	16
Western Michigan	21.6	22.6
Western Ontario	No response	No response
Wisconsin-Madison	20	19
Wisconsin-Milwaukee	20	19

Questions 9, 10, and 11 on the AALS questionnaire pertained to financial support for faculty travel during 1979-80, a fringe benefit which has particular significance in the professional school. In each of the columns in Tables I-49 and I-50, the figures have been copied from the responses given on the questionnaire. Where there is a discrepancy between the average figure given in the middle column and the answer one gets when dividing the total amount spent on travel by the number of faculty who traveled, there are two possible explanations. Question 9 asked for the average amount provided "per faculty member eligible to receive such assistance." If the number of faculty eligible exceeded the number who actually requested compensation for travel, the average figure would be smaller, of course. In some instances, the amount spent by the dean or director was apparently deducted before an average was calculated for the remaining faculty.

For the 62 AALS member schools that gave a figure for the total number of faculty who received travel funds (557) as well as the total amount spent on travel ($330,650), the average amount per faculty member was $593.63.

The average amount per school was $5,333.

For the 12 AALS associate-member schools providing information on faculty travel (48 faculty for a total of $8,832), the average amount per faculty member was $184. The average total per school was $736.

TABLE I-49: Support for Faculty Travel in 1979-80 among 65 AALS Member Schools

	Number of Faculty, Including Dean, Receiving Travel Funds	Average Amount Received per Eligible Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	10	$912	$9,121
Albany	8	480	7,197
Arizona	"All who requested"	200	2,350
Atlanta	5	250	1,500
Ball State	10	294	2,939
Brigham Young	5	730	5,100
British Columbia	No response	-	-
Buffalo	9	684	6,124
California-Berkeley*	12	979	12,731
California-Los Angeles	9	646	5,818
Case Western	8	150	1,200
Chicago	5	550	2,750
Clarion	1	See note*	100
Columbia	12	433	5,192
Dalhousie	8	500-600	7,482
Denver	9	500	4,500
Drexel	12	350	5,580
Emory	11	290	2,904
Emporia	8	504	4,031
Florida State	10/11	500	5,038
Geneseo	3	See note*	2,611
Hawaii	8	418	3,345
Illinois	8	266	3,992
Indiana	11	150	3,250
Iowa	8	125	1,573
Kent State	9	See note*	5,924
Kentucky	12	300	5,000
Long Island	8	See note*	3,300

TABLE I-49: Support for Faculty Travel in 1979-80 among 65 AALS Member Schools (cont.)

	Number of Faculty, Including Dean, Receiving Travel Funds	Average Amount Received per Eligible Faculty Member	Total Amount of Funding Provided For Faculty Travel
Louisiana State	7	$600	$4,629
Maryland	14	200	4,040
Michigan	18	1,167	20,997
Minnesota	7	420	3,000
Missouri	11	813 (see note)*	9,758
Montreal	5	445 (see note)*	2,225
North Carolina	15	641	9,618
North Carolina Central	6	298	1,787
Northern Illinois	7	100	700 (see note)*
North Texas	5 ("50%")	317	3,172
Oklahoma	6	450	4,500
Peabody	5	200	2,350
Pittsburgh	24	928	22,285
Pratt	7	1,000	7,556
Queens	3	143	1,000
Rhode Island	8	404	3,228
Rosary	2	No response	2,475
Rutgers	18	715	12,861
St. John's	6	580	3,400
San Jose	8	125	1,000
Simmons	15	260	6,670
South Carolina	8	500	4,000
Southern California	9	1,572	14,147
Southern Connecticut	0	-	0
South Florida	10	173	1,733
Southern Mississippi	7	500 (see note)*	7,500
Syracuse	13	528	6,860 (see note)*
Tennessee	8	868	6,951
Texas	14	203	2,846
Texas Woman's	10	800	8,155
Toronto	15	250	7,000

TABLE I-49: Support for Faculty Travel in 1979-80 among 65 AALS Member Schools (cont.)

	Number of Faculty, Including Dean, Receiving Travel Funds	Average Amount Received per Eligible Faculty Member	Total Amount of Funding Provided for Faculty Travel
Washington	4	$331	$1,850
Wayne State	4	200	2,800
Western Michigan	10	185	1,853
Western Ontario	16	561	12,900
Wisconsin-Madison	6	366 (see note)*	3,665
Wisconsin-Milwaukee	7	354	2,837

*Notes to Table I-49:

California-Berkeley: "This does not take into account the fact that part-time instructors can also request travel funds for extraordinary School-related trips."

Clarion: "All travel funds cancelled, normally $75.00 per faculty member."

Geneseo: "No average amount. Dean's travel always funded. Faculty member's travel to teach, likewise."

Kent State: $100 for conference attendance. The rest travel for extension classes and workshops conducted by the faculty."

Long Island: "max. $250 (most spent by Dean)."

Missouri: $813 + 1619 for the Dean."

Montreal: Four faculty members had "7 trips abroad funded by UNESCO and AUPELF (International Association of French Universities) and Quebec Ministry of International Affairs" for a total of $14,200 in addition to that shown in table.

Northern Illinois: "Faculty only."

Southern Mississippi: Average of $500 "excludes Dean, Assistant Dean & outside guests."

Syracuse: Total "does not include research grants, which would ca. quadruple this amount."

Wisconsin-Madison: "$366 per full-time faculty member, although part-time faculty members can also receive such funds (none did in 1979-80).

TABLE I-50: Support for Faculty Travel in 1979-80 among 13 AALS Associate-Member Schools

	Number of Faculty, Including Dean, Receiving Travel Funds	Average Amount Received per Eligible Faculty Member	Total Amount of Funding Provided for Faculty Travel
Bridgewater State	5	$ 25	$ 125
Central Missouri State	5	50	250
Indiana State	4	246	985
Kutztown State	4	60	240
Mississippi	7	595	4,157
National College	3	"not applicable"	500
No. Carolina-Greensboro	0	-	0
Sam Houston State	7	130	910
Shippensburg State	4	50	200
Southern Illinois	5	No response	No response
Spalding College	1	100	100
Western Kentucky	7	154	1,075
Western Maryland	1	290	290

The eleventh item in the AALS questionnaire pertained to sabbatical and study leaves received by faculty during 1979-80. The number of faculty receiving such leaves was to be indicated along with the length of the leave and the percentage of his/her salary paid by the home institution during that leave. Twenty-seven (41.5 percent) of the 65 AALS member schools participating in this study reported that from one to 6 faculty members received such leave, for a total of 45 individuals. For the most part, they received a full salary during a leave lasting for one semester or one quarter.

Table I-51 gives further details regarding each of the 27 schools involved.

Only one of the AALS associate-member schools involved in this study reported having a faculty member on leave during 1979-80, that being Shippensburg State with a faculty member on sabbatical leave for one semester with full salary.

TABLE I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1979-80

	Number of Faculty	Length of Leave	Percentage of Salary Received
Albany	1	Semester	100
Ball State	1	Quarter	100
Brigham Young	1	Semester	100
Buffalo	2	Semester	100

TABLE I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1979-80 (cont.)

	Number of Faculty	Length of Leave	Percentage of Salary Received
California-Berkeley	1	6 months	100
	2	Quarter	100
California-Los Angeles	1	(not stated)	None
Clarion State	1	Semester	100
Columbia	1	Semester	100
Denver	4	Quarter	100
Emporia	1	Semester	100
Hawaii	1	Semester	100
Indiana	1	Semester	100
Kentucky	1	Semester	100
Long Island	2	Semester	100
Maryland	2	Semester	100
Minnesota	2	Quarter	50
	1	6 mos. (development leave)	100
Missouri	1	Semester	100
Montreal	2	Year (study leaves)	66 2/3
Oklahoma	1	Semester	100
Rutgers	2	Semester	None
	4	Semester	80
Simmons	2	Year	50
	1	Semester	100
Southern California	1	Semester	100
Syracuse	2	"3 semesters"	100
Toronto	1	Semester	50
Wayne State	1	Quarter	100
Western Ontario	2	Year	75
Wisconsin-Madison*	1	Semester (see note)	100

*Note to Table I-51:

Wisconsin-Madison: "One faculty member received sabbatical leave one semester (100% salary) and a Graduate School funded research leave the other semester (100% salary) = one faculty member for two semesters."

The final question in the faculty section of the AALS questionnaire pertained to library schools' support staff. The question was divided to separate student assistants from regular support staff, with the same group of subdivisions under each: (a) Administrative support, (b) Instructional support,

(c) Research assistance, (d) Media services, (e) Library personnel, and (f) other. The following definitions were provided:

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Library personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. Under (f) Other may be identified as any support staff beyond those listed below.
>
> If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time FTE categories.

Despite our attempt to provide rather detailed directions for answering this question, plus the fact that it was unchanged from a year earlier, an examination of Tables I-52 and I-53 will suggest a degree of confusion. Two schools, North Carolina and Northern Illinois, provided salary figures rather than number of individuals. Another school, Rosary, found it impossible to divide its support staff into the six categories provided and gave no numbers. Rutgers gave numbers under administration, but noted that these individuals also assisted the faculty in both their instructional and research activities. The fact that four schools listed fractions of staff under full-time suggests differing interpretations of "Part-time FTE." A comparison of Table I-52 with its equivalent table in the 1980 report (Table I-42, page F-61-64) also reveals some sharp differences by several individual schools from one year to the next.

Among the 62 AALS member schools providing data on the number of support staff (exclusive of students), that number varied from a total of one (2 schools) to 33. The average number of support staff among these 62 schools in 1979-80 was 6.06. In 1978-79 the average among 63 schools submitting data was 6.53. If, however, one omits from this computation the library staff which a number of schools failed to report (even though the instructions were to include them whether or not their salaries were in the school's own budget), the average drops to 4.5 per school.

For the 61 AALS member schools providing a precise number of support staff for administrative support, the number varied from .5 (2 schools) to 6.75; the average was 2.49. A year ago this average was 2.69.

For the same 61 schools, support staff for instruction varied from a low of zero (in 16 schools) to a high of 7.33. The average was 1.06. This average a year ago was very nearly the same, 1.04.

Only 14 AALS member schools reported having support staff to aid researchers. Among these 14 schools, this support varied from .18 to 3.25. The average among these 14 schools was .88.

Only 16 schools reported having support personnel for media services, from a low of .25 to a high of 10.5. The average for these 16 schools was .96.

Thirty-seven AALS member schools reported having support personnel for their library science collections. While the instructions provided for the inclusion of such personnel whether or not their salaries were part of the library school's budget, it is believed that this point was missed by a number of schools. For these 37 schools, the number of library personnel varied from .06 to 10, for an average of 3.6.

Fourteen AALS member schools reported having support personnel in the "other" category. Included as "other" were a number of services that a number of schools would have classified as administrative. Listed as "other" were such support services as placement, editorial, student services, publications, continuing education, computer services, Beta Phi Mu, data processing, admissions, and Cooperative Children's Book Center.

TABLE I-52: Support Staff among AALS Member Schools, 1979-80

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama	1	.5		.3		.2							2
Albany	1	.7	1	.3						.3			3.3
Arizona	2		3	1					2				8
Atlanta	2		1						2				5
Ball State	2						1						3
Brigham Young	1		1										2
British Columbia	3												3
Buffalo	1		1	.4					2				4.4
Calif.-Berkeley	1	2.34		2.06		.18				.06		.06	5.7
Calif.-Los Angeles	4	.75		.25					1	.5	1		7.5
Case Western	2			1		1				1	1		6
Chicago	2			.5									2.5
Clarion	1						3		3		2		9
Columbia	4.5			2.5			1						8
Dalhousie	2.5												2.5
Denver	5		1										6
Drexel	4		2						2		2	.5	10.5
Emory	1	.5				.5							2

TABLE I-52: Support Staff among AALS Member Schools, 1979-80 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Emporia	1												1
Florida State	2	.5	1						2		1		6.5
Geneseo	1	.5		.5		1			2				5
Hawaii	1	.5	1										2.5
Illinois	2	.5	2	.25	3	.25	1		3		5	1	18
Indiana	5	.5							2				7.5
Iowa	1			.5					1				2.5
Kent State		1.25	1										2.25
Kentucky	4		1				.5				1		6.5
Long Island	3												3
Louisiana State		.75		1						1			2.75
Maryland	3		1			.68	1		3				8.68
Michigan	4		1				1		3	.75			9.75
Minnesota	1		1						6				8
Missouri	2		2										4
Montreal	2	.25	2	.25				.25	4	1		.25	10
North Carolina*													
N. Carolina Central	1		1						3				5

TABLE I-52: Support Staff among AALS Member Schools, 1979-80 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Northern Illinois*													
North Texas	1		1						3				5
Oklahoma	2												2
Peabody		1		1					1				3
Pittsburgh	5	2	7	.33	1		2	.5	5	.5		.8	24.13
Pratt	2	.75		.25					2				5
Queens	2							.33		.33			2.66
Rhode Island	1		1										2
Rosary*													
Rutgers*	4	1.33						.33					5.66
St. John's	1	.4	1	.4		.2			2				5
San Jose	1								1				2
Simmons	5		1		1			.5	2				9.5
South Carolina	1.5	.5	1.5										3.5
Southern Californi	1	1	.5						2	3		.5	8
Southern Conn.		.5		.5						.33			1.33
South Florida	1	.5											1.5
Southern Miss.	1		1										2

TABLE I-52: Support Staff among AALS Member Schools, 1979-80 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Syracuse	2	.5	1		1	.5							5
Tennessee	3												3
Texas	3.5		2	1				.5	2	.5			9.5
Texas Woman's	2								1				3
Toronto	8		2	.5		.5	1	.5	10		10	.5	33
Washington	2		1.5			.2						.97	4.67
Wayne State	1												1
Western Michigan	2	1							1				4
Western Ontario	2	4.75		3.25		1.1		.5	2	7.8			21.4
Wisconsin-Madison	4	.4	1					.5	2	1.25	1	1.35	11.5
Wisconsin-Milwaukee	2		1							.75			3.75

*Notes for Table I-52:

North Carolina: Budget figures were provided rather than number of support personnel. These were as follows: Administrative support, full-time, $39,112; Administrative support, part-time, $10,854. Library personnel, full-time, $26,336.

Northern Illinois: A budget figure of $13,866 was provided under Administrative support, full-time. No number was provided for support personnel.

Rosary: "It is not possible to separate administrative, instructional, and research since the same personnel handle this--though one secretary has major responsibility for faculty assistance and estimate 50%-60% of her time goes to faculty work."

Rutgers: "Impossible to separate Administrative support, Instructional support, and Research assistants." All were enumerated as Administrative support.

The table that follows provides information on the number of support staff as reported by AALS associate-member schools. Because of the small numbers involved, further analysis has been thought to be unnecessary.

TABLE I-53: Support Staff among AALS Associate-Member Schools, 1979-80

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Bridgewater State			1										1
Central Mo. State													
Indiana State		.5		.5									1
Kutztown State		.5	1	.5									2
Mississippi	1		1						1				3
National College		1		1		1		3		8			14
N.Car.-Greensboro	1						1						2
Sam Houston State	2												2
Shippensburg St.	1												1
Southern Illinois													
Spalding College		.3							8	2.6			10.9
Western Kentucky													
Western Maryland	1		1					1					3

Of the 65 AALS member schools participating in this study, only one reported using no students as part-time support staff. (Two schools, North Carolina and Northern Illinois, provided a budget figure rather than an FTE calculation.) The range in FTE was from a low of zero to a high of 26. It should be noted, however, that the school reporting the number 26 (Indiana) included library science students working in Halls of Residence Libraries. The next highest number was Pittsburgh's 17.35.

Thirty-two schools reported using student labor to support administrative activities. Fifty-two schools reported using students for instructional support, while 37 reported using them as research assistants. Twenty-four reported using students to assist in media services. Because a number of schools seem not to have realized that students working in the library science library should be included for this report whether their wages were paid from the school's budget or that of the library, the listing in this category is probably in considerable error.

The average of the 62 schools for which we have FTE figures was 5.76. Last year this average was 5.71 for 60 schools.

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama	.5	2.5		1			4
Albany	1	7.25*		1.38	.38	1	11.01
Arizona		1.5			.5		2
Atlanta	.66	.66		1	2	.33	4.65
Ball State	.5	3			4	4	11.5
Brigham Young			.75				.75
British Columbia							0
Buffalo	.25	.5	.25	.5	.25		1.75
Calif.-Berkeley		1.64	2.65			.13	4.42
Calif.- L. A.		1.5	2		.5		4
Case Western					3		3
Chicago		1.5					1.5
Clarion	4	6		1	1		12
Columbia		1.33	.25	.33			1.91
Dalhousie		3.5					3.5

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Denver	6		5				11
Drexel	.5	3	2.5	1.5	1	.5	9
Emory					3.5		3.5
Emporia	1.5	1.5	.4	2	.3		5.7
Florida State	.25	2.5	5.5				8.25
Geneseo	3	.25			2		5.25
Hawaii	1	1.38					2.38
Illinois		1.5	4.25	.5	1.5	.25	8
Indiana		12			14*		26
Iowa		.5	.5	.25	.8		2.05
Kent State		4					4
Kentucky		.5	2.8		.3		3.6
Long Island			5				5
Louisiana State	.25	1	.5		2		3.75
Maryland	3.3	.66	.99	1.33	5		11.28

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	TOTAL
Michigan	.5	1.2			2		3.75
Minnesota		.5			7		7.5
Missouri		4.5					4.5
Montreal		2	1				3
North Carolina*							
N. Car. Central		2			9		11
Northern Illinois*							
North Texas		1	.5		3		4.5
Oklahoma	.6		.5	.5			1.6
Peabody	.5	.5	.5		.5		2
Pittsburgh	.25	13.25			4.25		17.75
Pratt	1.71		1.28	2.1	.21		5.3
Queens	3						3
Rhode Island	.5	1	1.5	1			3
Rosary		1		2			3

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Rutgers	1.5*			.5			2
St. John's	1	1	1	.1	1		4.1
San Jose	.3	.25			.8		1.35
Simmons		1	3	1	3		8
South Carolina	1	12		3			16
South. Calif.		2					2
South. Conn.			2.5				2.5
South Florida	.5	.5	.5				1.5
Southern Miss.	1	2	2	1	.5		6.5
Syracuse	1.5	2	2.5		.5		6.5
Tennessee		1	6	1			8
Texas*		2	2	.75	1.67		6.42
Texas Woman's	1.5	.5	1.5	.5	3.15		7.15
Toronto		1			1.5		2.5
Washington		6.5	.5				7

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1979-80 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	TOTAL
Wayne State	.5						.5
Western Michigan		3.66	.1		3.5		7.26
Western Ontario		3.1	3.9		8.5		15.5
Wisc.-Madison	.25	1.5		1	2	.5	5.25
Wisc.-Milwaukee	.25	1.5			.5		2.25

*Notes to Table I-54:

Albany: Instructional support includes research assistants.

Indiana: The 14 FTE of students under Library personnel "includes Halls of Residence Libraries."

North Carolina: Budget figures give in lieu of FTE, as follows: Instructional support, $13,000; Research assistance, $1,146; Media services, $3,000; Library personnel, $4,132.

Northern Illinois: Budget figure of $9,720 for Research assistants given in lieu of FTE.

Rutgers: FTE of 1.5 given under Administrative support includes Instructional support and Research assistants.

Texas: A total of 4 FTE shown for Instructional support and Research assistants. This number has been arbitrarily divided between these two categories for this report.

The final table pertaining to faculty in this section of the AALS statistical survey relates to the use of students as part-time support staff among the AALS associate-member schools. It is not thought that the limited data provided in this table need further interpretation.

TABLE I-55: Use of Students as Part-time Support Staff among AALS Associate-Member Schools, 1979-80

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Bridgewater St.	1.5	.5					2
Central Mo. St.	1	2	1				4
Indiana State	.5	1			3		4.5
Kutztown State					4		4
Mississippi			1		2		3
National College							0
N.C.-Greensboro		.33	.33				.66
Sam Houston St.			3.5			2	5.5
Shippensburg St.	2		1				3
Southern Illinois							0
Spalding College							0
Western Kentucky							0
Western Maryland		1					1

STUDENTS

by

Carol L. Learmont

The student survey requested information in four areas:

Enrollment including enrollment by program and sex, number of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. All based on official enrollment in Fall term 1980. (Tables II-1 through II-3)

Profile of the student body by program levels including number of students by sex and ethnic origin, number of in-state/province and out-of-state/province and foreign students enrolled, countries of origin and number of foreign students, and number of students by age and sex. All based on offical enrollment in Fall term 1980. (Tables II-4 through II-8) Tables 9 and 10: Students by Sex and Highest Previous Degree Held and Students by Undergraduate Major, Sex, and Program Level have been dropped this year since it was assumed that the results would be very similar to those of last year. The information will probably be requested again in the fifth annual survey.

Financial including scholarships and assistantships awarded by amounts, sex, and program levels for the fiscal year 1979-80; and the tuition and fee cost of full-time programs based on fees as of January 1, 1981. (Tables II-11 through II-13)

Placement including 5 general questions on professional positions, salaries, and counseling services based on information available as of November 15, 1980.

The Student section of the AALS questionnaire is a long one but most of the information requested is available in various student records. Although gathering the information together in usable form is not easy, the quality of the statistics returned this year is high. Some errors did creep in. As much cross-checking as time permitted was done to increase the accuracy of the work. Barring typographical errors and some corrections, all of the figures are shown in the tables as submitted.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall term, 1980. These figures are the same as those requested in the Annual Report for Continuing Review: ALA Committee on Accreditation. Sixty-seven of the sixty-nine member schools responded as did twelve of the associate members. Schools were requested to report the number of students enrolled in the various programs offered using the parent institution's method for computing student Full-Time Equivalents (FTE's). If such a formula was not available the suggested formula to use was the following: consider a student full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is twelve courses in four quarters, a student carrying three courses during the quarter should be counted as 1.00 FTE; a student carrying two courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload count as only 1.00 FTE.

The Master's program included only those students who were working toward a master's degree in librarianship on or off campus. The Post-Master's program included only those students who were working toward a post-master's degree or certificate in librarianship on or off campus. The Doctoral program included only those students who were working toward a doctoral degree in librarianship on or off campus. The category of Other Graduate Students included those students taking library science courses as cognate or service courses or for professional development on or off campus. The category of Undergraduate included students taking library science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate the FTE enrollment in off-campus courses based on their total FTE enrollment. This information is listed in the last column of Table II-1-c (Members) and Table II-1-d (Associates) which is entitled Total FTE Off Campus. The twenty-seven reporting member schools ranged from 1 to 43.33 FTEs with a median of 10.5. Three reporting associate members ranged from 4 to 10 FTEs with a median of 6.25.

Asterisks next to totals given for South Florida and Tennessee indicate students undifferentiated by sex. Berkeley reported 400 undergraduate students taking courses but did not differentiate by sex or give an FTE.

Tables 1-e and 1-f have been added this year to show enrollment in undergraduate programs for library science majors full-time and part-time by sex. The figures given for Brigham Young are for a program called Associate of Science (Library Technician).

TABLE II-1-a. Summary - Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	# Schools Reporting	Men F/T	Women F/T	Total	Men P/T	Women P/T	Total FTE	Total # Students	Total FTE
Master's	67	798	2861	3659	799	4312	2312.59	8770	5971.59
Post-Master's	32	7	33	40	46	219	100.08	305	140.08
Doctoral	25	83	113	196	137	182	93.89	515	289.89
Other Grads.	51	9	26	35	225	918	398.76	1178	433.76
Undergrads.	36	5	78	83	316	1241	409.77	1640	492.77

TABLE II-1-b. Summary - Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	# Schools Reporting	Men F/T	Women F/T	Total	Men P/T	Women P/T	Total # FTE	Total # Students	Total * FTE
Master's	12	20	41	61	43	481		585	
Post-Master's	4	0	0	0	1	21		21	
Doctoral	1	3	3	6	15	19		40	
Other Grads.	3	1	0	1	7	100	36.30	108	37.30
Undergrads.	7	13	95	108	27	89+		224+	
		*Several Schools were unable to estimate FTE							

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Master's								
	Full-Time			Part-Time						Full-Time			Part-Time					
	Men	Women	Total	Men		Women		Total	Total FTE	Men	Women	Total	Men		Women			Total FTE
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama	8	38	46	4	2	24	11	13	59	0	0	0	2	.4	7	1.2	16	1.6
Alabama A&M	3	2	5	?	?	?	?	15	20	-	-	-	-	-	-	-	-	-
Albany	15	43	58	14	5.75	81	40.75	46.50	104.50	0	0	0	2	15	8	6	7.5	7.5
Alberta																		
Arizona	5	40	45	7	3.7	43	19.3	23	68	-	-	-	-	-	-	-	-	-
Atlanta	10	26	36	2	1.33	8	4	5.33	41.33	0	0	0	1	.67	3	1.33	2	2
Ball State	2	22	24	6	3.33	33	14.33	17.67	41.67	-	-	-	-	-	-	-	-	-
Brigham Young	4	10	14	23	13.4	32	16.4	29.8	43.8	-	-	-	-	-	-	-	-	-
British Columbia	28	90	118	1	.33	0	0	.33	118.33	-	-	-	-	-	-	-	-	-
Buffalo	25	54	79	8	4	63	28	32	111	-	-	-	-	-	-	-	-	-
Cal. Berkeley	16	53	69	13	825	24	15.25	23.50	92.50	1	7	8	0	0	12	6.75	6.75	14.75
Cal. Los Angeles	20	99	119	2	1,00	2	1,25	2,25	121,25	0	2	2	0	0	1	,50	,50	2,50
Case Western	21	35	56	14	6.6	63	28.3	34.9	90.9	0	0	0	0	0	2	.5	.5	.5
Catholic																		
Chicago	16	28	44	6	3	14	7.33	10.33	54.33	0	0	0	1	.33	2	1.0	1.33	1.33
Clarion	3	9	12	1	.33	33	14	14.33	26.33	-	-	-	-	-	-	-	-	-

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduate								Total FTE
	Full-Time			Part-Time					Total PTE	Full-Time			Part-Time					
				Men		Women		Total					Men		Women		Total	
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE		
Alabama	-	-	-	-	-	-	-	-	-	0	0	0	3	1.40	37	16	17.40	17.40
Alabama A&M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Albany	-	-	-	-	-	-	-	-	-	0	1	1	8	2.50	19	5.50	8	9
Alberta																		
Arizona	-	-	-	-	-	-	-	-	-	0	0	0	8	2.60	25	3.30	10.90	10.90
Atlanta	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ball State	-	-	-	-	-	-	-	-	-	1	1	2	1	.44	9	3.99	4.33	6.33
Brigham Young	-	-	-	-	-	-	-	-	-	0	0	0	2	.40	9	2.90	3.30	3.30
British Columbia	-	-	-	-	-	-	-	-	-	0	0	0	0	0	1	.33	33	.33
Buffalo	-	-	-	-	-	-	-	-	-	0	0	0	4	1	19	4	5	5
Cal. Berkeley	5	7	12	6	3.75	1	.50	4.25	16.25	0	0	0	2	.75	0	0	.75	.75
Cal. Los Angeles	4	2	6	2	1	0	0	1	7									
Case Western	5	7	12	13	5	10	3.8	8.8	20.8	0	0	0	5	2.0	11	2.6	4.6	4.6
Catholic																		
Chicago	1	2	3	3	1	2	.67	1.67	4.67	0	0	0	3	1.33	1	.33	1.67	1.67
Clarion	-	-	-	-	-	-	-	-	-	0	0	0	0	0	1	.33	.33	.33

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Undergraduate									TOTAL									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Alabama	0	0	0	34	8.5	37	9	17.5	17.5	8	38	46	43	12.3	105	37.2	95.5	16.5	16.5
Alabama A&M	-	-	-	-	-	-	-	-	-	3	2	5	?	?	?	?	15	0	0
Albany	0	0	0	13	2.60	16	3.20	5.80	5.80	15	44	59	37	12.35	124	55.45	198.80	1.50	1.50
Alberta																			
Arizona	0	0	0	21	5.20	101	25.20	30.40	30.40	5	40	45	36	11.50	169	57.80	109.30	6.60	6.60
Atlanta	0	0	0	0	0	1	.33	.33	.33	10	26	36	3	2	12	5.60	43.66	0	0
Ball State	1	9	10	67	22.66	133	47.33	69.99	79.99	4	32	36	74	26.43	175	65.55	127.99	0	0
Brigham Young	0	3	3	42	2.80	56	9.70	12.50	15.50	4	13	17	67	16.60	97	29	62.60	10	10
British Columbia	-	-	-	-	-	-	-	-	-	28	90	118	1	.33	1	.33	118.66	?	?
Buffalo	-	-	-	-	-	-	-	-	-	25	54	79	12	5	82	32	116	0	0
Cal. Berkeley	-	-	-	-	-	-	-	-	-	22	67	89	21	12.75	37	22.50	124.25	?	?
Cal. Los Angeles				41	10,25	38	9,50	19,75	19.75	24	103	127	45	12,25	41	11,25	23.50	150.50	0
Case Western										26	42	68	32	13.6	86	35.25	116.8	0	0
Catholic																			
Chicago	-	-	-	-	-	-	-	-	-	17	30	47	13	5.67	19	9.33	62	?	?
Clarion	1	8	9	1	.25	34	13.50	13.75	22.75	4	17	21	2	.58	68	27.83	49.41	4	4

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's													Post-Master's					
	Full-Time			Part-Time						Full-Time			Part-Time					
	Men	Women	Total	Men		Women		Total	Total FTE	Men	Women	Total	Men		Women		Total	Total FTE
				#	FTE	#	FTE						#	FTE	#	FTE		
Columbia	11	59	70	38	19.17	70	35	54.17	124.17	0	0	0	4	1.50	12	4	5.50	5.50
Dalhousie	10	55	65	1	.50	0	0	.50	65.50	-	-	-	-	-	-	-	-	-
Denver	18	50	68	13	8.9	62	41.50	50.20	118.20	1	2	3	0	0	0	0	0	0
Drexel	14	40	54	32	17	142	79	96	150	0	0	0	0	0	7	2	2	2
Emory	4	31	35	4	2.17	19	10.33	12.50	47.50	0	0	0	0	0	5	2.58	2.58	2.58
Emporia Kansas	6	27	33	13	4.7	65	21.40	26.1	59.10	-	-	-	-	-	-	-	-	-
Florida State	22	40	62	5	2.37	72	37.52	39.89	101.89	0	2	2	1	.37	1	.67	1.04	1.04
Genesco	10	47	57	10	4.1	45	17.90	22.0	79	-	-	-	-	-	-	-	-	-
Hawaii	2	24	26	6	3	51	29.25	32 25	58.25	-	-	-	-	-	-	-	-	-
Illinois	15	40	55	9	4.50	45	22.50	27	82	0	2	2	1	.5	6	3	3.50	5.50
Indiana	21	54	75	13	7.5	73	30.30	37.80	112.80	0	2	2	3	1	0	0	1	3
Iowa	12	22	34	3	1.33	18	8.78	10.11	44.11	-	-	-	-	-	-	-	-	-
Kent	6	26	32	22	6.40	187	55.36	61.76	93.76	0	1	1	0	0	0	0	0	1
Kentucky	10	58	68	7	1.75	69	18.25	20	88	0	0	0	0	0	1	.25	.25	.25
Long Island	4	10	14	25	12.25	189	81	93.25	107.25	0	0	0	2	.50	11	3	3.50	3.50
Louisiana	8	48	56	2	1	43	20	21	77	-	-	-	-	-	-	-	-	-
Maryland	14	88	102	23	13	129	71	84	186	-	-	-	-	-	-	-	-	-
McGill	24	83	107	3	1	13	7	8	115	-	-	-	-	-	-	-	-	-

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduates								
	Full-Time			Part-Time				Total	Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women				Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE											
Columbia	4	3	7	19	6.67	38	11.50	18.17	25.17	0	0	0	7	1.75	15	4.50	6.25	6.25
Dalhousie	-	-	-	-	-	-	-	-	-	0	0	0	0	0	1	.25	.25	.25
Denver	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Drexel	1	3	4	7	2	11	3	5	9	-	-	-	-	-	-	-	-	-
Emory	-	-	-	-	-	-	-	-	-	0	2	2	0	0	1	.42	.42	2.42
Emporia Kansas	-	-	-	-	-	-	-	-	-	0	1	1	5	1.20	68	16.24	17.40	18.40
Florida State	5	5	10	3	1	8	3	4	14	0	1	1	6	2.41	17	7.79	10.20	11.20
Geneseo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawaii	-	-	-	-	-	-	-	-	-	2	2	4	4	1.25	17	13.25	14.50	18.50
Illinois	8	7	15	2	1	2	1	2	17	0	0	0	1	.50	7	3.50	4	4
Indiana	10	7	17	12	2.66	13	2.88	5.54	22.54	0	0	0	0	0	3	1	1	1
Iowa	-	-	-	-	-	-	-	-	-	0	0	0	1	.33	4	1.67	2	2
Kent	-	-	-	-	-	-	-	-	-	0	0	0	2	.20	65	6.80	7	7
Kentucky	-	-	-	-	-	-	-	-	-	0	0	0	3	.75	31	7.75	8.50	8.50
Long Island	-	-	-	-	-	-	-	-	-	0	0	0	0	0	1	.25	.25	.25
Louisiana	-	-	-	-	-	-	-	-	-	0	2	2	12	4	22	7.33	11.33	13.33
Maryland	3	4	7	0	0	4	?	?	?	-	-	-	-	-	-	-	-	-
McGill	-	-	-	-	-	-	-	-	-	1	0	1	0	0	6	2	2	3

TABLE II-1-c. Member Schools - Studeat Enrollment by Program and Sex to Determine FTE.

	Undergraduate									Total											
	Full-Time			Part-Time				Total	Total FTE	Full-Time			Part-Time				Total	Total FTE	Total FTE Off-campus		
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women						
				#	FTE	#	FTE						#	FTE	#	FTE					
Colombia	-	-	-	-	-	-	-	-	-	15	62	77	68	29.09	135	55	84.09	161.09	0		
Dalhousie	-	-	-	-	-	-	-	-	-	10	55	65	1	.50	1	.25	.75	65.75	0		
Denver	-	-	-	-	-	-	-	-	-	19	52	71	13	8.70	62	41.50	50.20	121.20	0		
Drexel	-	-	-	-	-	-	-	-	-	15	43	58	39	19	160	84	103	161	0		
Emory	0	0	0	1	.42	0	0	.42	.42	4	31	37	5	2.59	25	13.33	15.92	52.92	0		
Emporia Kansas	0	0	0	4	.50	51	6.80	7.30	7.30	6	28	34	22	6.40	184	44.40	50.30	84.80	30.10		
Florida State	0	0	0	1	.37	17	6.29	6.66	6.66	27	48	75	16	6.52	115	55.27	61.79	136.79	38.60		
Genesco	0	0	0	4	1	40	10	11	11	10	47	57	14	5.10	85	27.90	33	90	0		
Hawaii	-	-	-	-	-	-	-	-	-	4	26	30	10	4.25	68	42.50	46.75	76.75	0		
Illinois	-	-	-	-	-	-	-	-	-	23	49	72	13	6.50	60	30	36.50	108.50	0		
Indiana	0	0	0	0	0	16	4.0	4.0	4.0	31	63	94	28	11.16	105	38.18	49.34	143.34	-		
Iowa	0	0	0	3	.75	10	3.0	3.75	3.75	12	22	34	7	2.41	32	13.45	15.86	49.86	0		
Kent	0	0	0	0	0	4	.80	.80	.80	6	27	33	24	6.60	256	62.96	69.56	102.56	32.80		
Kentucky	0	0	0	7	1.75	88	22	23.75	23.75	10	58	68	17	4.25	189	48.25	52.50	120.50	8.75		
Long Island	0	0	0	0	0	1	.25	.25	.25	4	10	14	27	12.75	202	84.50	97.25	111.25	26		
Louisiana	-	-	-	-	-	-	-	-	-	8	50	58	14	5	65	27.33	32.33	90.33	2.67		
Maryland	-	-	-	-	-	-	-	-	-	17	92	109	23	13	133	?	?	186	0		
McGill	-	-	-	-	-	-	-	-	-	25	83	108	3	1	19	9	10	118	0		

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Master's								
	Full-Time			Part-Time						Full-Time			Part-Time					
	Men	Women	Total	Men		Women		Total	Total FTE	Men	Women	Total	Men		Women		Total	Total FTE
				#	FTE	#	FTE						#	FTE	#	FTE		
Michigan	18	45	62	24	13.92	157	78.84	92.76	154.76	-	-	-	-	-	-	-	-	-
Minnesota	5	26	31	17	8.50	77	38.50	47	78	0	0	0	0	0	1	.50	.50	.50
Missouri	11	40	51	11	4.3	37	9.7	14	65									
Montreal	53	109	162	4	1.33	13	4.33	5.67	167.67	-	-	-	-	-	-	-	-	-
North Carolina	15	84	99	11	4.67	43	17.33	22	121	-	-	-	-	-	-	-	-	-
N.C. Central	5	21	26	3	2	30	18.50	20.50	46.50	-	-	-	-	-	-	-	-	-
North Illinois	2	11	13	6	3.60	35	10.50	14.10	27.10	-	-	-	-	-	-	-	-	-
North Texas	6	30	36	13	6,33	74	39,38	45,71	81.71	1	1	2	0	0	6	2,32	2,32	4,32
Oklahoma	6	13	19	6	3.10	36	20.20	23.20	42.30	-	-	-	-	-	-	-	-	-
Peabody	2	9	11	8	3.50	55	21,25	24,75	35,75	0	0	0	0	0	1	,08	,08	,08
Pittsburgh	18	70	88	13	5.20	75	30	35.20	123.20	0	3	3	2	.80	21	8.40	9.20	12.20
Pratt	13	30	43	26	10.30	109	62.20	72.50	115.50	1	0	1	1	.70	5	3.30	4	5
Queens	2	11	13	11	5.50	47	22.50	28	41	0	0	0	0	0	1	.50	.50	.50
Rhode Island	11	25	36	19	9.1	119	50.9	60	96	0	0	0	0	0	2	.67	.67	.67
Rosary	4	44	48	20	6.67	140	46.67	53.34	101.34									
Rutgers	11	42	53	22	11.10	167	90	101.10	154.10	0	2	2	16	4.30	56	15.46	19.70	21.70
St. John's	9	20	29	6	3.36	35	19.49	22.85	51.95	0	0	0	0	0	3	1	1	1
San Jose	12	56	68	11	4.3	34	17.8	22.1	90.1	-	-	-	-	-	-	-	-	-

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time				Total	Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women			
				#	FTE	#	FTE						#	FTE	#	FTE		
Michigan	5	7	12	0	0	2	.63	.63	12.63	0	0	0	13	3.47	39	8	11.47	11.47
Minnesota	1	1	2	2	1	0	0	1	3	0	0	0	4	2	26	13	15	15
Missouri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Montreal	-	-	-	-	-	-	-	-	-	0	0	0	11	3.67	16	5.33	9	9
North Carolina	4	2	6	4	1.67	3	1	2.67	8.67	0	0	0	2	.67	15	5	5.67	5.67
N.C. Central	-	-	-	-	-	-	-	-	-	0	0	0	0	0	9	4.75	4.75	4.75
North Illinois	-	-	-	-	-	-	-	-	-	0	1	1	4	1	59	17.20	18.20	19.20
North Texas	1	1	2	4	1.66	6	1.98	3.64	5.64	0	1	1	0	0	19	9,36	9.36	10,36
Oklahoma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Peabody	0	0	0	0	0	2	.16	.16	.16	0	0	0	1	,08	3	1,08	1,16	1,16
Pittsburgh	7	14	21	10	4	22	8.40	12.80	33.80	1	1	2	3	1.20	15	6	7.20	9.20
Pratt	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-
Queens	-	-	-	-	-	-	-	-	-	0	2	2	5	1	30	8.50	9.50	11.50
Rhode Island	-	-	-	-	-	-	-	-	-	0	1	1	17	6.2	48	18.2	24.4	25.4
Rosary	-	-	-	-	-	-	-	-	-	0	0	0	2	.67	18	6	6.67	6.67
Rutgers	2	5	7	25	5.60	22	6.20	11.80	18.80	-	-	-	-	-	-	-	-	-
St. John's	-	-	-	-	-	-	-	-	-	0	0	0	3	1	5	1.70	2.70	2.70
San Jose	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Undergraduate									TOTAL									Total FTE Off-Campus
	Full-Time			Part-Time				Total FTE	Total	Full-Time			Part-Time				Total FTE	Total	
	Men	Women	Total	Men		Women				Men	Women	Total	Men		Women				
				#	FTE	#	FTE						#	FTE	#	FTE			
Michigan	-	-	-	-	-	-	-	-	-	23	51	74	37	17.39	198	89.47	104.86	178.86	15.50
Minnesota	0	0	0	4	2	12	6	8	8	6	27	33	27	13.50	116	58	71.50	104.50	0
Missouri	-	-	-	-	-	-	-	-	-	11	40	51	11	4.3	37	9.7	14	65	
Montreal	-	-	-	-	-	-	-	-	-	53	109	162	15	5	29	9.67	14.67	176.67	0
North Carolina	0	0	0	2	.67	89	29.67	30.34	30.34	19	86	105	19	7.68	150	53	60.68	165.68	6
N.C. Central	0	0	0	3	.75	25	6.25	7	7	5	21	26	6	2.75	64	29.50	32.25	58.25	0
North Illinois	0	1	1	2	.50	10	3	3.50	4.50	2	13	15	12	5.10	104	30.70	35.80	50.80	20.75
North Texas	0	0	0	2	.75	8	2	2.75	2.75	8	33	41	19	8,74	113	55.04	63,78	104,78	20,7
Oklahoma	-	-	-	-	-	-	-	-	-	6	13	19	6	3.10	36	20.20	23.30	42.30	0
Peabody	-	-	-	-	-	-	-	-	-	2	9	11	9	3,58	61	22.37	26.15	37.15	6.25
Pittsburgh	-	-	-	-	-	-	-	-	-	26	88	114	28	11.20	133	53.20	64.40	178.40	0
Pratt	-	-	-	-	-	-	-	-	-	14	30	44	27	11	114	65.50	76.50	120.50	?
Queens	-	-	-	-	-	-	-	-	-	2	13	15	16	6.50	79	31.50	38	53	?
Rhode Island										11	26	37	36	15.3	167	69.1	84.4	121.4	31.7
Rosary	-	-	-	-	-	2	.67	.67	.67	4	44	48	22	7.34	162	54	61.34	109.34	0
Rutgers	-	-	-	-	-	-	-	-	-	13	49	62	63	21	245	111.60	132.60	194.60	0
St. John's	-	-	-	-	-	-	-	-	-	9	20	29	9	4.36	43	22.19	26.55	55.55	0
San Jose	-	-	-	-	-	-	-	-	-	12	56	68	11	4.3	34	17.8	22.1	90.1	8.6

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Master's								
	Full-Time			Part-Time						Full-Time			Part-Time					
	Men	Women	Total	Men		Women		Total	Total FTE	Men	Women	Total	Men		Women		Total	Total FTE
				#	FTE	#	FTE						#	FTE	#	FTE		
Simmons	11	61	72	55	18.33	260	86.67	105	177	-	-	-	-	-	-	-	-	-
South Carolina	9	36	45	5	2.67	52	24	26.67	71.67	-	-	-	-	-	-	-	-	-
So. California	2	9	11	23	7	77	30	37	48	-	-	-	-	-	-	-	-	-
So. Connecticut	7	50	57	15	7.9	110	48.57	56.10	113.10	1	4	5	0	0	12	4.95	4.95	9.95
South Florida	6	50	56	15	5	99	33	39	94	1	1	2	2	.67	3	1	1.67	3.67
So. Mississippi	3	14	17	4	1.33	53	22.0	23.33	40.33									
Syracuse	16	22	38	14	7	61	25	32	70	0	0	0	1	.25	1	.50	.75	.75
Tennessee	7	30	37	7	5	45	30	35	72	-	-	-	-	-	-	-	-	-
Texas	27	64	91	12	6.46	48	27.78	34.34	125.34	0	4	4	6	3	15	6.44	9.44	13.44
Texas Woman's	0	32	32	2	1.32	100	43.02	44.34	76.34	-	-	-	-	-	-	-	-	-
Toronto	33	144	177	7	2.30	27	9	11.30	188.30	-	-	-	-	-	-	-	-	-
Washington	21	81	102	7	4	29	17	21	123	-	-	-	-	-	-	-	-	-
Wayne State	11	37	48	14	?	86	?	60	108	-	-	-	-	-	-	-	-	-
West. Michigan	13	24	37	13	5.40	84	36	41.40	78.40	0	0	0	3	1.20	0	0	1.20	1.20
West. Ontario	23	86	109	23	5.75	69	17.25	23.00	132	0	0	0	2	.5	3	.75	1.25	1.25
Wis. Madison	13	58	71	12	6	45	20.20	26.20	97.20	1	0	1	0	0	1	.30	.30	1.30
Wis. Milwaukee	6	27	33	10	4.08	72	24.58	28.66	61.66	0	0	0	1	.25	11	2.75	3	3

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctorate									Other Graduates								
	Full-Time			Part-Time				Total	Total PTE	Full-Time			Part-Time				Total	Total FTE
	Men	Women	Total	Men		Women				Men	Women	Total	Men		Women			
				#	FTE	#	FTE						#	FTE	#	FTE		
Simmons	1	1	2	5	1.67	5	1.67	3.33	5.33	0	0	0	0	0	8	2.67	2.67	2.67
South Carolina	-	-	-	-	-	-	-	-	-	0	0	0	1	.34	1	.34	.68	.68
So. California	1	0	1	13	3	8	1.50	4.50	5.50	-	-	-	-	-	-	-	-	-
So. Connecticut	-	-		-	-	-	-	-	-	0	2	2	7	2.64	35	12.21	14.85	16.85
South Florida	-	-	-	-	-	-	-	-	-	1	6	7	8	2.67	68	22.67	25.34	32.34
So. Mississippi	-	-	-	-	-	-	-	-	-	0	0	0	4	1.33	20	7.0	8.33	8.33
Syracuse	4	4	8	1	.50	4	2	2.50	10.50	0	0	0	34	10	39	10.75	20.75	20.75
Tennessee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Texas	3	4	7	0	0	1	.33	.33	7.33	0	0	0	5	1.67	2	.67	2.34	2.34
Texas Woman's	1	10	11	1	.66	14	5.84	6.50	17.50	0	0	0	1	.66	25	8.25	8.91	8.91
Toronto	1	6	7	3	1	1	.30	1.30	8.30	0	0	0	2	.60	7		2.30	2.90
Washington	-	-	-	-	-	-	-	-	-	0	0	0	8	3	3	3	6	6
Wayne State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
West. Michigan		-	-	-	-	-	-	-	-	0	0	0	8	2.70	60	21	23.70	23.70
West. Ontario	4	4	8	2	.5	1	.25	.75	8.75	2	0	2	0	0	0	0	0	2
Wis. Madison	2	7	9	0	0	2	1.30	1.30	10.30	1	2	3	4	2	35	11	13	16
Wis. Milwaukee	-	-	-	-	-	-	-	-	-	0	0	0	1	.50	7	2	2.50	2.5

TABLE II-1-c. Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Undergraduate									TOTAL									Total FTE Off-camp
	Full-Time			Part-Time				Total		Full-Time			Part-Time				Total FTE	Total	
	Men	Women	Total	Men		Women				Men	Women	Total	Men		Women				
				#	FTE	#	FTE						#	FTE	#	FTE			
Simmons	-	-	-	-	-	-	-	-	-	12	62	74	60	20	273	91	14	185	0
South Carolina	-	-	-	-	-	-	-	-	-	9	36	45	6	3.01	53	24.34	27.35	72.35	1
So. California	0	0	0	1	.10	0	0	.10	.10	3	9	12	37	10.10	85	31.50	41.60	53.60	0
So. Connecticut	3	31	34	1	.50	6	3.25	3.75	37.75	11	87	98	23	10.73	163	68.92	79.65	177.65	23.84
South Florida	-	-	-	-	-	-	-	-	36	8	57	65	25	8.34	170	57.67	65.01	166.01*	43.33
So. Mississippi				1	.25	33	11.92	12.17	12.17	3	14	17	9	2.91	106	40.92	43.83	60.83	7
Syracuse	0	0	0	2	1	4	1.25	2.25	2.25	20	26	46	52	18.75	109	39.50	58.25	104.25	0
Tennessee	-	-	-	-	-	-	-	-	33.50	7	30	37	7	5	45	30	35	105.50*	0
Texas	0	0	0	36	9.25	285	71.75	81	81	30	72	102	59	20.48	351	106.97	127.45	229.45	3
Texas Women's	0	25	25	0	0	12	8.24	8.24	33.24	1	67	68	4	2.64	151	65.35	67.99	135.99	11.88
Toronto	-	-	-	-	-	-	-	-	-	34	150	184	12	3.90	35	11.60	15.50	199.50	2.60
Washington	0	0	0	0	0	12	3	3	3	21	81	102	15	?	50	?	30	132	0
Wayne State	-	-	-	-	-	-	-	-	-	11	37	48	14	?	86	?	60	108	
West. Michigan	0	1	1	2	.60	47	4.10	4.70	5.70	13	25	38	26	9.90	191	61.10	71	109	27.30
West. Ontario	0	0	0	1	.25	4	1.0	1.25	1.25	29	90	119	28	7.0	77	19.25	26.25	145.25	10.5
Wis. Madison	0	0	0	4	1	20	5.50	6.50	6.50	17	67	84	20	9	103	38.30	47.30	131.30	0
Wis. Milwaukee	0	0	0	16	2.20	29	4.40	6.60	6.60	6	27	33	28	7.03	119	33.73	40.76	73.76	0

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Master's									Post-Master's								
	Full-Time			Part-Time				Total	Total FTE	Full-Time			Part-Time				Total	Total FTE
				Men		Women							Men		Women			
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE		
Bridgewater				12	3	58	19	22	22				1	?	6	2	?	?
Central Missouri		1	1			3	1	1	2						3	1	1	1
Indiana State	1	5	6	2	1	12	4.33	5.33	11.33									
Kutztown	1	3	4	5	3.35	24	16.08	19.43	23.43									
Mississippi	1	2	3			13	6	6	9									
Nat. Col. of Ed.				3	?	48	?	?	?									
N, Carolina, Greensb.	4	7	11	6	2.40	60	28	30.40	41.40									
Sam Houston		6	6	3	1.50	180	55	56.50	62.50						1	.50	.50	.50
Shippensburg	3	5	8	5	1	42	14	15	23									
S. Illinois	8	7	15	2	?	4	?	?	?									
W. Kentucky	2	5	7			15	6	6	13						11	4	4	4
W. Maryland				5	?	22	?	?	?									

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Doctoral									Other Graduates								
	Full-Time			Part-Time				Total	Total FTE	Full-Time			Part-Time				Total	Total FTE
				Men		Women							Men		Women			
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE		
Bridgewater																		
Central Missouri																		
Indiana State										1		1	4	1.66	20	7.33	9	10
Kutztown																		
Mississippi																		
Nat. Col. of Ed.																		
N. Carolina, Greensb.															16	5.30	5.30	5,39
Sam Houston																		
Shippensburg																		
S. Illinois	3	3	6	15	?	19	?	?	?									
W. Kentucky													3	1	64	21	22	22
W. Maryland																		

TABLE II-1-d. Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE.

	Undergraduate									Total									Total FTE Off-Campus
	Full-Time			Part-Time				Total	Total FTE	Full-Time			Part-Time				Total	Total FTE	
				Men		Women							Men		Women				
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE			
Bridgewater				2	?	23	?	?	?				15		87	?	?	?	0
Central Missouri				1	?	?	12	?	?		1	1	1	?	?	14	?	?	0
Indiana State				23	5.33	42	14.16	19.50	19.50	2	5	7	29	8	74	25.83	33.83	40.83	6.25
Kutztown	9	43	52			14	9.38	9.38	61.38	10	46	56	5	3.35	38	25.46	28.81	84.81	0
Mississippi										1	2	3			13	6	6	9	0
Nat. Col. of Ed.													3	?	48	?	?	?	4
N. Carolina, Greensb.										4	7	11	6	2.40	76	33.30	35.70	46.70	0
Sam Houston				1	.25	10	2.50	2.75	2.75		6	6	4	1.75	191	58	59.75	65.75	0
Shippensburg	4	41	45						45	7	46	53	5	1	42	14	15	68	0
S. Illinois		11	11						11	11	21	32	17	?	23	?	?	?	0
W. Kentucky										2	5	7	3	1	90	31			0
W. Maryland													5	?	22	?	?	?	0

TABLE II-1-e. Member Schools - Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex.

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	Men	Women	Total	#	FTE	#	FTE		
Brigham Young	0	3	3	0	0	10	6.10	6.10	9.10
Clarion	1	8	9	1	.52	34	13.50	13.75	22.75
Florida	0	0	0	1	.37	17	6.29	6.66	6.66
So. Connecticut	3	31	34	1	.50	6	3.25	3.75	37.75
So. Mississippi				1	.25	33	11.92	12.17	12.71
Texas Woman's	0	25	25	0	0	12	8.24	8.24	33.24

TABLE II-1-f. Associate Member Schools - Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex.

	Full-Time			Part-Time				Total	Total FTE
				Men		Women			
	Men	Women	Total	#	FTE	#	FTE		
Bridgewater									
Central Missouri									
Indiana State	3	1	4						4
Kutztown	9	43	52			14	9.38	9.38	61.38
Mississippi									
Nat. Col. of Ed.									
N. Carolina, Greensb.									
Sam Houston									
Shippensburg	4	41	45						45
S. Illinois									
W. Kentucky		21	21			2	.50	.50	21.50
W. Maryland									

Number of Classes by Number of Students Enrolled

Schools were requested to indicate the number of classes or sections of classes by the number of students enrolled. Class sizes were divided into eight categories. Sixty member schools completed all or part of Table 2-a. Ten associate members completed Table 2b.

Schools were requested not to include individual study programs in the category 1-5, but to indicate such programs separately. Thirty-seven member schools reported 573 students doing individual studies termed: Special Study, Student Teaching, Clinical Experience, Internship, Supplementary Registration, Independent Study, Co-operative Ed., Independent Research, Practicum, Special Projects, Individual Problems, Directed Study, Thesis Research, Doctoral Seminar, Individual Reading, Directed Reading, Field Experience, Advanced Independent Research, Supervised Fieldwork, and several variations on these terms. Six associate members reported 21 students doing independent work.

Nineteen member schools reported that the category Over 40 included such courses as: Required or Core (9 schools), Automation (2 schools), and one school each for lecture/discussion, Telenet, Academic Libraries, Social Science Bibliography, Workshop for Media Specialists, Service Course in Children's Literature for Undergraduates, Cataloging, and Introductory Librarianship.

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Alabama	4	5	10	3	4	0	0	0
Alabama A&M								
Albany	8	15	6	5	5	1	5	1
Alberta								
Arizona	0	7	6	5	3	1	2	0
Atlanta	7	4	3	2	1	0	0	0
Ball State	2	4	1	1	0	3	0	0
Brigham Young	2	2	5	6	2	3	1	0
British Columbia	4	9	13	8	2	3	2	4
Buffalo	2	2	2	2	2	0	4	1
Cal. Berkeley	1	4	7	3	0	1	1	1
Cal. Los Angeles	19	24	22	20	5	1	0	3
Case Western	15	6	7	4	4	0	1	1

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Catholic								
Chicago	3	2	1	4	1	1	0	0
Clarion	6	8	3	1	0	0	0	0
Columbia	3	5	7	6	4	1	1	1
Dalhousie	7	4	6	3	1	4	0	0
Denver	4	7	7	4	5	0	0	0
Drexel	0	2	3	4	5	1	0	2
Emory	1	1	1	2	1	2	0	0
Emporia Kansas	1	10	4	4	1	0	1	2
Florida State	7	9	7	2	2	1	1	2
Genesco	1	5	3	9	2	0	0	0
Hawaii	0	4	8	2	3	1	0	0
Illinois	9	7	7	5	3	1	0	0
Indiana	2	4	1	3	4	4	7	1
Iowa	3	6	1	3	1	1	1	0
Kent	4	4	7	5	4	1	3	1
Kentucky	2	5	5	4	3	3	4	0
Long Island	1	18	11	8	0	0	0	0
Louisiana	1	7	4	6	0	0	1	0
Maryland	8	11	10	6	3	0	8	1
McGill								
Michigan	2	11	15	6	7	5	1	0
Minnesota	3	2	1	0	1	0	5	0
Missouri	6	13	7	7	1	0	0	0
Montreal	6	8	2	5	3	1	2	11
North Carolina	9	7	1	4	0	0	2	1
N.C. Central								
North Illinois	2	9	7	2	1	0	0	1
North Texas	5	11	6	2	1	1	0	0
Oklahoma	2	9	0	2	1	1	0	0
Peabody	5	8	5	2	0	0	0	0
Pittsburgh	9	7	10	6	3	2	1	0

TABLE II-2-a. Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Pratt	0	5	10	1	5	3	0	0
Queens	5	8	6	1	2	0	0	0
Rhode Island								
Rosary	0	8	5	4	5	0	3	0
Rutgers	0	6	12	10	11	4	0	0
St. John's	4	9	1	0	4	0	0	0
San Jose	2	19	13	5	0	0	0	0
Simmons								
South Carolina	8	10	3	0	0	0	2	1
So. California								
So. Connecticut	0	2	1	3	5	5	0	0
South Florida	0	6	5	9	1	1	2	0
So. Mississippi	1	7	6	7	0	0	0	0
Syracuse	3	2	4	3	6	1	2	0
Tennessee								
Texas	3	3	11	9	1	2	0	2
Texas Woman's	2	10	6	5	2	1	0	0
Toronto	5	11	5	7	5	0	1	0
Washington	0	2	3	0	0	2	0	2
Wayne State	2	8	11	5	2	0	0	0
West. Michigan	8	7	11	5	2	1	0	0
West. Ontario	4	0	4	3	5	6	7	0
Wis. Madison	2	8	6	3	2	4	0	1
Wis. Milwaukee	2	5	7	5	3	0	0	0

TABLE II-2-b. Associate Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled.

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	Over 40
Bridgewater	2	0	0	3	0	3	0	0
Central Missouri	3	1	2	0	0	0	0	0
Indiana State	5	4	4	1	1	0	0	0
Kutztown	1	2	2	4	0	1	0	0
Mississippi	9	4						
Nat. Col. of Ed.								
N. Carolina, Greensb.	7	5	3	1	2	0	0	0
Sam Houston	0	7	2	5	0	1	1	0
Shippensburg	0	3	1	1	0	1	0	0
S. Illinois	7	2	5	0	0	0	0	0
W. Kentucky	2	7	7	5	1	0	0	0
W. Maryland								

Degrees and Certificates Awarded by Ethnic Background

The Schools were asked to show the number of degrees and certificates awarded, including those awarded in Summer Session by sex and ethnic origin.

Sixty-four member schools responded. Information given was based on the Committee on Accreditation Report for 1979-80. Canadian Schools were not asked to supply an ethnic breakdown. Fifty-one schools were able to supply an ethnic breakdown for some or all degrees awarded. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI); Asian or Pacific Islander (AP); Black (B); Hispanic (H); and White (W).

The Table 3-a immediately following is a summary of Table 3-d for member schools. Totals given in both 3-a and 3-d include students not identified by ethnic origin. Southern Connecticut awarded an additional 24 students the M.S. in Instructional Technology, but did not include them in the charted figures and they do not appear in either table. Washington awarded 3 students the Master's of Law Librarianship and these are included in both tables.

Since the figures are required for the COA Report it was somewhat surprising that some schools could not provide fuller information.

TABLE II-3-a. Summary - Member Schools - Degrees and Certificates awarded by Sex and Ethnic Origin.

	# Schools Reporting	Male						Female					
		AI	AP	B	H	W	Total*	AI	AP	B	H	W	Total*
Bachelor's	5			1		3	4		1	3		59	63
Master's	64	1	23	33	15	584	912	14	102	137	38	2635	3758
Post-Master's	20		2	1		13	20		1	4	1	21	40
Doctoral	26		2	1	1	17	28		1	2		19	38

* includes students not identified by Ethnic Origin

Table II-3-b is the Summary of Table 3-e for associate members. No school reported granting the Doctorate so that category does not appear in Table 3-e this year.

TABLE II-3-b. Summary - Associate Member Schools - Degrees and Certificates by Sex and Ethnic Origin.

	# Schools Reporting	Male						Female					
		AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Bachelor's	5					3	3			1		29	30
Masters	11		2			23	25			9		149	158
Post Master's	1					1	1					2	2
Doctoral													

TABLE II-3-c. Member Schools - Bachelor's Degrees Awarded By Sex and Ethnic Origin.

	Male						Female					
	AI	AP	B	H	W	TOT.	AI	AP	B	H	W	TOT.
Clarion					1	1					17	17
So. Connecticut			1			1					10	10
So. Mississippi					1	1			1		14	15
Texas Woman's								1	2		8	11
West Michigan					1	1					10	10

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI,	AP	B	H	W	Total
Alabama					8	8					27	27											7	7												
Alabama A&M																																				
Albany						22						92																								
Alberta																																				
Arizona				4	11	15				7	37	44																								
Atlanta			4		3	7		1	15		1	17			1			1			2		1	3												
Ball State					2	2		1			16	17																								
Brigham Young					12	12		1			20	21																								
British Columbia						18						43																								
Buffalo		1			15	16		6	2		49	57																								
Cal. Berkeley		1	3	4	44	52	1	5	4	5	129	144					3	3					1	1					1	1					1	1
Cal. Los Angeles					14	14		2			36	38					1	1					1	1												
Case Western			4		8	22			6		54	66																	1	2					1	1
Catholic																																				
Chicago				1	9	10		2			9	11		1			1	2					1	1		1				1					2	2
Clarion					4	4		1			14	15																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Total	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Total	AI	AP	B	H	W	Tot	AI	AP	B	H	W	Total
Columbia			1	1	20	22			2	2	79	83					2	2		1				1									2		4	6
Dalhousie						5						25																								
Denver																																				
Drexel			1	1	22	24		1	4		95	100						1						1												1
Emory					9	9			2		39	41												3												
Emporia Kansas					11	11		3	1	1	58	63																								
Florida State		1	1		13	15			4	1	56	61					1	1			1	1	2	4					4	4					4	4
Geneseo		3			6	9		2			49	51																								
Hawaii	1	1			8	10		13	1	1	32	47																								
Illinois			1		10	11			1		64	65					1	1					4	4					1	1					2	2
Indiana		2	3		14	19		4	2		95	101											2	2		1	1			2						
Iowa					9	9					46	46																								
Kent			2		25	27		5	7		79	91					1	1						1												
Kentucky					13	13			1		50	51																								
Long Island						12						61																								
Louisiana		1			2	3		3	1		59	63																								
Maryland																																				
McGill						14						53																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Total
Michigan		2	3	1	13	19	1	6	8		133	148																				1			1	2
Minnesota					5	5					41	41																								
Missouri		1			10	11		3	1	2	34	40																								
Montreal						21						39																								
North Carolina					13	13		1	2		39	42																							1	1
N.C. Central			2		1	3			12		9	21																								
North Illinois					4	4			1		14	15																								
North Texas					12	12			3	1	52	56						1																		
Oklahoma					3	3	1		1		15	17																								
Peabody				1	8	9		6	6	1	59	72																							1	1
Pittsburgh						50						129						4						5						3						9
Pratt			3		18	21	1		8	2	40	51																								
Queens		1	1		7	9	1	4	3	1	14	23					1	1					1	1												
Rhode Island		1			17	18		1			48	49																								
Rosary					11	11		2	5		71	78											1	1												
Rutgers						21						120												2						3						4
St. John's		1			7	8		2	3		11	16					2	2																		
San Jose			2	1	8	11	4		2	4	35	45																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Simmons		1	1		25	27		1	4	1	175	181																	2	2					1	1
South Carolina					12	12		2	5		59	66																								
So. California		1	1	1	12	15		13	1	2	53	69																1	2	3					1	1
So. Connecticut					12	12		1		78	79																									
South Florida					12	12					44	44									1			1												
So. Mississippi					3	3	1		7		21	29																								
Syracuse					12	12		1	1	2	65	69																	5	5						
Tennessee						5						46																								
Texas					18	18		4	1	3	64	72																								
Texas Woman's					3	3	2	3	5	1	46	57																								
Toronto						14						97																								2
Washington		1			7	8	1				29	30																								
Wayne State						16						63																								
West. Michigan		2			19	21	1		1	1	60	63		1				1						1												
West. Ontario						36						118																								
Wis. Madison		2			18	20		2	2		81	85																	1	1						
Wis. Milwaukee					14	14			2		52	54																								

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama					8	8					34	34
Alabama A&M												
Albany						22					92	
Alberta												
Arizona				4	11	15				7	37	44
Atlanta			5		3	8		1	17		2	20
Ball State					2	2		1			16	17
Brigham Young					12	12		1			20	21
British Columbia						18						43
Buffalo		1			15	16		6	2		49	57
Cal. Berkeley		1	3	4	48	56	1	5	4	5	131	146
Cal. Los Angeles					15	15		2			37	39
Case Western			4		9	24			6		55	67
Catholic												
Chicago		2		1	10	13		2			12	14
Clarion					5	5		1			31	32
Columbia			1	1	22	24		1	4	2	83	90
Dalhousie						5						25
Denver												
Drexel			1	1	22	25		1	4		95	102
Emory					9	9		2			39	44
Emporia Kansas					11	11		3	1	1	58	63
Florida State		1	1		18	20			5	2	62	69
Geneseo		3			6	9		2			49	51
Hawaii	1	1			8	10		13	1	1	32	47
Illinois			1		12	13			1		70	71
Indiana		3	4		14	21		4	2		97	103
Iowa					9	9					46	46
Kent			2		26	28		5	7		79	92
Kentucky					13	13			1		50	51
Long Island						12						61
Louisiana		1			2	3		3	1		59	63
Maryland												
McGill						14						53

TABLE II-3-d. Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Total											
	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Michigan		2	3	1	13	19	1	7	8		134	150
Minnesota					5	5					41	41
Missouri		1			10	11		3	1	2	34	40
Montreal						21						39
North Carolina					13	13		1	2		40	43
N.C. Central			2		1	3			12		9	21
North Illinois					4	4			1		14	15
North Texas						13						58
Oklahoma					3	3	1		1		15	17
Peabody						9						73
Pittsburgh						57						143
Pratt			3		18	21	1		8	2	40	51
Queens		1	1		8	10	1	4	3	1	15	24
Rhode Island		1			17	18		1			48	49
Rosary					11	11		2	5		72	79
Rutgers						24						126
St. John's		1			9	10		2	3		11	16
San Jose			2	1	8	11	4		2	4	35	45
Simmons		1	1		27	29		1	4	1	176	182
South Carolina					12	12		2	5		59	66
So. California		1	1	2	14	18		13	1	2	54	70
So. Connecticut			1		12	13		1			88	89
South Florida					12	12			1		44	45
So. Mississippi					4	4	1		8		35	44
Syracuse					17	17		1	1	2	65	69
Tennessee						5						46
Texas					18	18		4	1	3	64	72
Texas Woman's					3	3	2	4	7	1	54	68
Toronto						14						99
Washington		1			7	8	1				29	30
Wayne State						16						63
West. Michigan		3			20	23	1		1	1	70	74
West. Ontario						36						118
Wis. Madison		2			19	21		2	2		81	85
Wis. Milwaukee					14	14			2		52	54

TABLE II-3-e. Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	Bachelor's												Masters												Post-Master's											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.	AI	AP	B	H	W	Tot.
Bridgewater					1	1					5	5					3	3					12	12					1	1					2	2
Central Missouri																																				
Indiana State																	1	1					8	8												
Kutztown					2	2					10	10					2	2					4	4												
U. Mississippi																	5	5			1		17	18												
Nat. Col. of Ed.																	2	2					13	13												
N. Carolina, Greensb.																	6	6			4		34	38												
Sam Houston									1			1									4		41	45												
Shippenburg											4	4					1	1					1	1												
S. Illinois															2		3	5					5	5												
W. Kentucky											10	10											10	10												
W. Maryland																							4	4												

TABLE II-3-e. Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin.

	TOTAL											
	AI	AP	B	H	W	TOT.	AI	AP	B	H	W	TOT.
Bridgewater					5	5					19	19
Central Missouri												
Indiana State					1	1					8	8
Kutztown					4	4					14	14
N. Mississippi					5	5			1		17	18
Nat. Col. of Ed.					2	2					13	13
N. Carolina, Greenb					6	6			4		34	38
Sam Houston									5		41	46
Shippensburg					1	1					5	5
S. Illinois		2			3	5					5	5
W. Kentucky											20	20
W. Maryland											4	4

Number of Students by Sex and Ethnic Origin

Tabled II-4-a, 4-b, 4-c, and 4-d in the student profile breakdown identify the number of students by sex and ethnic origin.

Figures for Table II-4 are based on the number of students officially enrolled in the Fall Term 1980. Citizens and permanent residents only were to be included. Canadian Schools did not supply the ethnic breakdown. The definitions of the degrees were based on the COA Report definitions, that is: the Master's, Post Master's and Doctoral degree categories included only those students working toward the degree in librarianship on or off campus; the Other Graduates category included students taking library science courses as cognate or service courses or for professional development on or off campus; the Undergraduate category included students taking library science courses as cognate or service courses for undergraduate credit on or off campus. The ethnic origin was based on the Department of Labor categories used in Table II-3.

The following summaries include the number of schools replying to each part of the request.

TABLE II-4-a. Summary - Member Schools - Number of Students by Sex and Ethnic Origin.

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B.	H	W	N/A	Total*
Master's	63	2	24	46	11	1038	290	1411	8	163	214	136	4872	1071	6464
Post-Master's	30	0	3	0	0	44	3	50	2	10	13	3	178	10	216
Doctoral	21	0	8	6	4	132	4	154	2	6	23	7	152	32	222
Other Grads.	42	1	3	0	1	149	40	194	0	19	23	3	663	98	810
Undergrads.	32	0	4	30	6	199	233	472	1	7	58	14	740	712	1532

*includes students undifferentiated by Ethnic Origin

TABLE II-4-b. Summary - Associate Member Schools - Number of Students by Sex and Ethnic Origin.

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B	H	W	N/A	Total*
Master's	9		2		1	52	3	58		3	8	15	409		435
Post-Master's	2					1		1					13		13
Doctoral	0														
Other Graduates	1			1		2		3			2		62		64
Undergraduates	5					15		15	1		1		151		153

*includes students undifferentiated by Ethnic Origin

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Masters														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama			1		11		12		2	3		57		62					2		2			1		6		7
Alabama A&M																												
Albany						29	29						124	124						2	2						8	8
Alberta																												
Arizona					12		12	1	1		8	73		83														
Atlanta			7		1		8			24		4		28					1		1			3				3
Ball State					8		8			3		52		55														
Brigham Young		1			26		27		3			39		42														
British Columbia						29	29						90	90														
Buffalo		1	1	1	30		33		9	2		106		117														
Cal. Berkeley		3	2	1	22		28	1	6	1	1	63		72					1		1	2				16		18
Cal. Los Angeles				1	21		22		4	1	3	93		101												3		3
Case Western		2	6		13		21		2	8		73		83												2		2
Catholic																												
Chicago		1			21		22		1	1		40		42					1		1					2		2
Clarion					4		4		1			42		43														

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Doctoral														Other Graduates														Undergraduates													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	Tot	AI	AP	B	H	W	NA	Tot.
Alabama																			3		3			5		32		37		1	15		18		34			5	1	31		37
Alabama A&M																																										
Albany																				8	8						20	20						13	13						16	16
Alberta																																										
Arizona																																3	18	21	42	1	1		7	92		101
[illegible]tlant[illegible]																																						1				1
Ball State																			2		2					10		10														
Brigham Young																				2	2						9	9						42	42						59	59
British Columbia																											1	1						29	29						91	91
Buffalo																			4		4		1			18		19														
Cal. Berkeley					7		7	1		1		5		7																												
Cal. Los Angeles																																										
Case Western					5		5			3		9		12					5		5					11		11														
Catholic					4		4		1	1		2		4					3		3					1		1														
Chicago																														1			29		30		2	2		45		49
Clarion																										1		1					2		2					57		57

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Masters														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Columbia		1	4		43		48		8	5	4	110		127					4		4		2			10		12
Dalhousie						10	10						55	55														
Denver						31	31						114	114						1	1						2	2
Drexel			2		44		46			5		177		182										1		6		7
Emory					7		7			2		48		50										1		4		5
Emporia Kansas					19		19		1	1	1	89		92														
Florida State				1	20		21			5	1	54		60					1		1		1	1		2		4
Geneseo		4	1		15		20		9	2		92		103														
Hawaii		2			6		8		45			30		75														
Illinois					24		24		1	1	1	82		85					1		1					8		8
Indiana				1	39		40		2	3		116		121					2		2		1			2		3
Iowa					13		13			2		37		39														
Kent			1		27		28		3	2	1	206		212										1		1		2
Kentucky					17		17			1		126		127												1		1
Long Island			1		30		31		4	2		204		210														
Louisiana					10		10		7	5	3	76		91														
Maryland																												
McGill																												

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Doctoral														Other Graduates														Undergraduates													
	Male							Female							Male							Female							Males							Females						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Columbia		2		1	16		19			2	1	34		37					7		7		1			14		15														
Dalhousie																											1	1														
Denver																																										
Drexel					8		8			2		12		14																												
Emory																								1		2		3					1		1							
Emporia Kansas																			5		5					69		69					4		4			1		50		51
Florida State			1		7		8				3	11		14																												
Geneseo																																										
Hawaii																1			5		6		7			12		19														
Illinois				1	9		10			1		8		9				1		1	2					7		7														
Indiana			1		14		15		1	3		12		16					2		2					3		3												16		16
Iowa																			1		1			1		3		4					3		3			1		9		10
Kent																			6		6					61		61									1			3		4
Kentucky																			3		3			2		29		31					7		7			2		86		88
Long Island																										1		1												1		1
Louisiana																2			10		12			1		17		18														
Maryland																																										
McGill																																										

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Masters														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Michigan		1	2	1	30		34		3	2	1	186		192														
Minnesota					22		22					103		103												1		1
Missouri		1			20	1	22		6		1	62	8	77														
Montreal						52	52						120	120														
North Carolina			1				1			5				5														
N.C. Central			2		2		4			28		19		47														
North Illinois					8		8		3	1		42		46														
North Texas																												
Oklahoma	1		1		7	1	10	2		1		42	7	52														
Peabody																												
Pittsburgh																												
Pratt		1	4	1	29		35		1	19		111		133					2		2					5		5
Queens					13		13		5	8	5	40		58												1		1
Rhode Island					30		30		1	1		142		144														
Rosary																												
Rutgers			3	1	29		33		1	9	2	197		209		2			14		16		5	2	1	50		58
St. John's					12		12		1	5	2	38		46												3		3
San Jose			2	1	11		14		11	4	4	91		110														

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Doctoral														Other Graduates														Undergraduates													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Michigan			1		2		3			4		5		7					13		13		2	1		36		39														
Minnesota					3		3					1		1					4		4					26		26					4		4					12		12
Missouri																																										
Montreal																				11	11						16	16														
North Carolina										1				1																												
N.C. Central																								6		3		9			3				3			22		3		25
North Illinois																			4		4					60		60					2		2					11		11
North Texas																																										
Oklahoma																																										
Peabody																																										
Pittsburgh																																										
Pratt																																										
Queens																			5		5					32		32												1		1
Rhode Island																			17		17			1		48		49														
Rosary																																										
Rutgers		2	3		22		27			2			25	27																												
St. John's																			3		3					5		5														
San Jose																																										

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Masters														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Simmons			1		65		66		2	1	1	317		321														
South Carolina					14		14		1	10		77		88														
So. California			1	2	20		23		8	3	4	68		83														
So. Connecticut					22		22			6	1	152	10	169					1		1			1		15		16
South Florida			1		20		21			3	1	145		149					3		3					4		4
So. Mississippi					11		11	1	1	10		75		87														
Syracuse			1		24		25		2	2	75			79					1		1			1				1
Tennessee		1	1		12		14		1	2		72		75														
Texas					39		39		3		9	100		112					6		6				1	18		19
Texas Woman's		1			1		2	2	1	2	2	125		132														
Toronto						39	39						171	171														
Washington	1	3			22		26		1		2	104		107														
Wayne State						25	25						123	123														
West. Michigan					28		28			2		131		133					2		2				1			1
West. Ontario						46	46						155	155														
Wis. Madison					23		23	1				96		97					1		1					1		1
Wis. Milwaukee					16		16			4		95		99					1		1		1	1		9		11

TABLE II-4-c. Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Doctoral														Other Graduates														Undergraduates													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Simmons		3			3		6					6		6									1			7		8														
South Carolina																			1	1	2			1				1														
So. California		1		1	10		12		2		1	5		8																												
So. Connecticut																			2		2		1		1	40		42		1	10	2	91	1	105		3	15	4	177	2	201
South Florida																																										
So. Mississippi																																	1		1			2		31		33
Syracuse					5		5				1	5		6	1				31		32		1	1	1	32		35					2		2					4		4
Tennessee																																										
Texas					3		3			1		4		5					5		5					2		2						36	36						285	285
Texas Woman's				1	1		2	1	2		1	18		22					1		1				1	24		25									1	4		32		37
Toronto						4	4						7	7						2	2						7	7						45	45						185	185
Washington																				8	8						9	9													12	12
Wayne State																																										
West. Michigan																			5		5					35		35					3		3					46		46
West. Ontario																				2	2													1	1						4	4
Wis. Madison					2		2			1		7		8						5	5						37	37						4	4						20	20
Wis. Milwaukee																															2	1	13		16			3	2	24		29

TABLE II-4-d. Associate Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Bridgewater					12		12				2	56		58					1		1					2		2
Central Missouri																												
Indiana State					3		3					15		15														
Kutztown					6		6					27		27														
Mississippi					1		1			2		12		14														
Nat. Col. of Ed.																												
N. Carolina, Greensb.					10		10			3		64		67														
Sam Houston				1	2	3	6		2	3	12	164		181														
Shippensburg					8		8					47		47														
S. Illinois	2				8		10		1		1	9		11														
W. Kentucky					2		2					15		15												11		11
W. Maryland																												

TABLE II-4-d. Associate Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Doctoral														Other Graduates													
	Male							Female							Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Bridgewater																												
Central Missouri																												
Indiana State																												
Kutztown																												
Mississippi																												
Nat. Col. of Ed.																												
N. Carolina, Greensb.																												
Sam Houston																												
Shippensburg																												
S. Illinois																												
W. Kentucky																	1		2		3			2		62		64
W. Maryland																												

TABLE II-4-d. Associate Member Schools - Number of Students by Sex and Ethnic Origin (citizens and permanent residents only).

	Undergraduates													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Bridgewater					2		2					23		23
Central Missouri														
Indiana State														
Kutztown					9		9	1				54		55
Mississippi					1		1			1		13		14
Nat. Col. of Ed.														
N. Carolina, Greensb.														
Sam Houston														
Shippensburg					3		3					40		40
S. Illinois														
W. Kentucky												21		21
W. Maryland														

Number of In-State/Province and Out-of-State/Province Students Enrolled (including foreign students)

Schools were asked to indicate the number of in-state/province and number of out-of-state/province students enrolled including foreign students. Fifty-seven member schools reported 5919 in-state or province students and 1446 out-of-state or province students for a total of 7365 in the Master's programs. Twenty-five member schools reported 139 in-state or province and 16 out-of-state or province students for a total of 155 in the Post-Master's programs. Nineteen member schools reported 250 in-state or province and 146 out-of-state or province students in Doctoral programs for a total of 396. Total enrollment of in-state or province students was 6308; out-of-state or province enrollment was 1608 for a total of 7916 students from 57 of the 69 member schools. Ten associate member schools reported 393 in-state and 64 out-of-state Master's students; 14 in-state Post-Master's students; and no in-state Doctoral and or out-of-state Doctoral students. Total number of students was 407-in-state and 64 out-of-state or 471 in all.

The compilation by school shows:

TABLE II-5-a. Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled including Foreign Students.

	Master's		Post-Master's		Doctoral		Total	
	In-State Province	Out-State Province	In	Out	In	Out	In	Out
Alabama	49	25	5	2			54	27
Alabama A&M								
Albany	127	26	10				137	26
Alberta								
Arizona	75	20					75	20
Atlanta	21	25	4				25	25
Ball State	69	6					69	6
Brigham Young	34	30					34	30
British Columbia	90	29					90	29
Buffalo	132	18					132	18
Cal. Berkeley	96	10	19	1	14	5	129	16
Cal. Los Angeles	101	22	2	1	5	3	108	26
Case Western	138	11	2		34	1	174	12
Catholic								
Chicago	31	33	2	1	6	2	39	36
Clarion	41	6					41	36
Columbia	115	63	15	1	31	33	161	97
Dalhousie	37	33					37	33
Denver	86	59	1	2			87	61
Drexel								
Emory	28	30	7	1			35	31
Emporia Kansas	99	12					99	12
Florida State	63	15	4	1	8	14	75	30
Geneseo	105	18					105	18
Hawaii	46	37					46	37
Illinois	79	25	8	1	14	3	101	29
Indiana	126	35	3	2	16	26	145	63
Iowa	45	10					45	10
Kent	297	10	2				299	10
Kentucky	108	36	1				109	36

TABLE II-5-a. Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled including Foreign Students.

	Master's		Post-Master's		Doctoral		Total	
	In-State Province	Out-State Province	In	Out	In	Out	In	Out
Long Island	234	9					234	9
Louisiana	112	19					112	19
Maryland	178	76			45	9	223	85
McGill								
Michigan	177	66			5	9	182	75
Minnesota	109	16	1		3	1	113	17
Missouri	82	17					82	17
Montreal	191	15					191	15
North Carolina	98	46			6	6	104	52
N.C. Central	39	19					39	19
North Illinois	124	7					124	7
North Texas	100	23	7	1	9	3	116	27
Oklahoma	51	8					51	8
Peabody	49	25	1				50	25
Pittsburgh								
Pratt								
Queens	71	12	1				72	12
Rhode Island	78	96					78	96
Rosary	210	22					210	22
Rutgers								
St. John's	68	12	3				71	12
San Jose	98	26					98	26
Simmons	316	79			7	5	323	84
South Carolina	86	17		1			86	18
So. California	99	13			15	7	114	20
So. Connecticut								
South Florida	170	7					170	7
So. Mississippi	62	12					62	12
Syracuse								
Tennessee	69	20					69	20

TABLE II-5-a. Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled including Forei[illegible] Students.

	Master's		Post-Master's		Doctoral		Total	
	In-state Province	Out-State Province	In	Out	In	Out	In	Out
Texas	115	36	25		5	3	145	39
Texas Woman's	153	10			14	7	167	17
Toronto	80	13			9	2	89	15
Washington	106	32					106	32
Wayne State								
West. Michigan	144	18	2	1			146	19
West. Ontario								
Wis. Madison	104	24	2		4	7	110	31
Wis. Milwaukee	108	7	12				12	7

TABLE II-5-b. Associate Member Schools - Number of In-State/Province and Number Out-of-State/Province Students Enrolled including Foreign Students.

	Master's		Post-Master's		Doctoral		Total	
	In-State Prov.	Out-of-State Prov.	In	Out	In	Out	In	Out
Bridgewater	57	1	2				59	1
Central Missouri	3						3	
Indiana State	18	2					18	2
Kutztown	29	2					29	2
Mississippi	14	1					14	1
Nat. Col. of Ed.								
N. Carolina, Greensb	73	4					73	4
Sam Houston	139	44	1				140	44
Shippensburg								
S. Illinois	14	7					14	7
W. Kentucky	22		11				33	
W. Maryland	24	3					24	3

Foreign Students Enrolled

Fifty-nine member schools reported having foreign students enrolled. In summary, the member schools showed a total of 538 students distributed as:

TABLE II-6-a. Summary - Member Schools - Foreign Students Enrolled.

	# Schools Reporting	Male	Female
Master's	59	128	294
Post-Master's	7	2	5
Doctoral	18	46	46
Other Graduates	6	6	6
Undergraduates	2	0	5
Total		182	356

Five associate members reported a total of 26 foreign students as:

TABLE II-6-b. Summary - Associate Member Schools - Foreign Students Enrolled.

	# Schools Reporting	Male	Female
Master's	4	3	9
Post-Master's	0		
Doctoral	0		
Other Graduates	1		1
Undergraduates	2	7	6
Total	5	10	16

The listing by school is as follows:

TABLE II-6-c. Member Schools - Number of Foreign Students Enrolled by Program Level and Sex.

	Master's		Post-Master's		Doctoral		Other Graduates		Under-graduates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alabama		2										2
Alabama A&M	1	1									1	1
Albany		9										9
Alberta												
Arizona												
Atlanta	4	5									4	5
Ball State												
Brigham Young	2	2									2	2
British Columbia		5										5
Buffalo	2	10					1				3	10
Cal. Berkeley		6		1	2	3					2	10
Cal. Los Angeles	1	15		1	2						3	16
Case Western	14	15			13	5					27	20
Catholic												
Chicago	1	2				1					1	3
Clarion												
Columbia	1	2			4	6					5	8
Dalhousie		1										1
Denver	5	4									5	4
Drexel	2	6			1	2					3	8
Emory		2										2
Emporia Kansas		3										3
Florida State	1										1	
Genesco	4	9									4	9
Hawaii		9										9
Illinois	1	4			1	1					2	5
Indiana	12	11		1	7	4					19	16
Iowa	2	1									2	1
Kent	1	1									1	1
Kentucky	1										1	

TABLE II-6-c. Member Schools - Number of Foreign Students Enrolled by Program Level and Sex.

	Master's		Post-Master's		Doctoral		Other Graduates		Under-graduates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Long Island	1	6									1	6
Louisiana		7					2				2	7
Maryland	5	2			2	4					7	6
McGill		2					1				1	2
Michigan	7	10			2						9	10
Minnesota		2										2
Missouri		6										6
Montreal	5	2									5	2
North Carolina		3										3
N.C. Central	3	2									3	2
North Illinois		4										4
North Texas	1	6	1								2	6
Oklahoma		3										3
Peabody	2	6									2	6
Pittsburgh	8	6		1	10	10		1			18	18
Pratt	3	7									3	7
Queens	1	9									1	9
Rhode Island		1										1
Rosary	2	13									2	13
Rutgers												
St. John's	3	9									3	9
San Jose	3	11									3	11
Simmons	4	12				1					4	13
South Carolina		1										1
So. California	3	5			1	1					4	6
So. Connecticut												
South Florida		2						1				3
So. Mississippi		1								1		2
Syracuse	5	4				2	2	4			7	10
Tennessee	1	1									1	1

TABLE II-6-c. Member Schools - Number of Foreign Students Enrolled by Program Level and Sex.

	Master's		Post-Master's		Doctoral		Other Graduates		Under graduates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Texas	1	4									1	4
Texas Woman's	1					2				4	1	6
Toronto	3	1				2					3	3
Washington	2	3									2	3
Wayne State	2	2									2	2
West. Michigan	3	4	1								4	4
West. Ontario	1	5		1	1	1					2	7
Wis. Madison	2	6				1					2	7
Wis. Milwaukee	1	1									1	1

TABLE II-6-d. Associate Member Schools - Number of Foreign Students Enrolled by Program Level and Sex.

	Master's		Post-Master		Doctoral		Other Graduates		Under-graduates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bridgewater												
Central Missouri												
Indiana State		2						1	6	5	6	8
Kutztown		2										2
Mississippi												
Nat. Col. of Ed.												
N. Carolina, Greensb.												
Sam Houston		2										2
Shippensburg									1	1	1	1
S. Illinois	3	3									3	3
W. Kentucky												
W. Maryland												

Students Enrolled by Country of Origin

Sixty-two member schools were able to list their students enrolled in the Fall Term 1980 by country of origin and program. Forty-seven schools had 1-10 foreign students; twelve had 11-20; and three had more than twenty for a total of 528 students.

Dalhousie, Florida State, Kentucky, Rhode Island, South Carolina, and Southern Mississippi each reported one student. Alabama, Alabama A&M, Emory, Kent, Minnesota, Tennessee, and Wisconsin-Milwaukee reported two each. Emporia, Iowa, McGill, North Carolina, Oklahoma, and South Florida reported three each. Brigham Young, Chicago, Northern Illinois, Texas Woman's, and Wayne State reported four each. British Columbia, Texas, and Washington each reported five. Missouri had six. Illinois, Long Island, and Montreal each reported seven. North Carolina Central, North Texas, Peabody, and Western Michigan reported eight each. Albany, Atlanta, Denver, Hawaii, Louisiana, Maryland, Toronto, Western Ontario, and Wisconsin-Madison each reported nine. Pratt, Queens, and Southern California each reported ten. Drexel and Syracuse reported eleven each. Buffalo, Berkeley and St. John's reported twelve each. Columbia and Geneseo each reported thirteen. San Jose had fourteen. Rosary had fifteen. Simmons had seventeen. Los Angeles and Michigan each had nineteen. Indiana reported thirty-four; Pittsburgh reported thirty-six; Case reported forty-seven.

Among the associate members three schools, Indiana State, Kutztown, and Sam Houston reported two foreign students each; Southern Illinois reported six.

The largest number of foreign students came from Taiwan (80); from Nigeria (33), Iran (28); from Canada (26); from India (25); and from Korea (24).

Students reported as foreign students from Russia, Russian Satellites, and Viet Nam were listed although it seems likely that these students are not technically foreign students but are here as refugees.

TABLE II-7. Countries of Origin (according to the visas) and Number of Foreign Students Enrolled by Country and Program Level.

Country	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Argentina	1									1
Australia	4						4			8
Bahamas	1									1
Bangladesh	1						2			3
Botswana	2									2
Brazil	7						6			13
Cameroons	3									3
Canada	22						4			26
Chile	3									3
China	13			2			2			17
Columbia	3						1			4
Cote d'Ivoire	1	1								2
Dominican Republic	1									1
East Africa	1									1
Egypt	9									9
England	5	1								6
Finland							1			1
France	1									1
Germany	3									3
Ghana	1									1
Greece	1									1
Guyana	2						1			3
Holland	1									1
Hong Kong	6	1					1			8
Hungary	1									1
Iceland	1	1					1			3
India	18	1	1	1			3	1		25
Indonesia	4			1						5
Iran	18		2	1			6	1		28
Ireland	3									3
Israel	2						4			6
Italy	1									1

TABLE II-7. Countries of Origin (according to the visas) and Number of Foreign Students Enrolled by Country and Program Level.

Country	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Jamaica	4	2					1			7
Japan	14	2								16
Jordan	1						1			2
Kenya	3		1							4
Korea	18	1	1	1			3			24
Kuwait	2									2
Latvia	1									1
Lebanon	4						1			5
Liberia	1									1
Libya	12	1					1			14
Macao	1									1
Malaysia	4		2				1			7
Mexico	8						2			10
Morocco	3	4								7
Nepal	1									1
New Guinea	1									1
New Zealand	1									1
Nigeria	22	1	1		1		7	1		33
Norway	1		1							1
Pakistan	3	1					1			5
Philippines	5									5
Poland	2						1			3
Russia	4									4
Saudi Arabia	6						11			17
Scotland	2									2
Senegal		1								1
Sierra Leone	2									2
Singapore	4									4
South Africa	4									4
Spain	1						2			3
Sri Lanka	1									1
Swaziland		1								1

TABLE II-7. Countries of Origin (according to the visas) and Number of Foreign Students Enrolled by Country and Program Level.

Country	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Sweden	1									1
Taiwan	77		2				1			80
Thailand	12			1			4			17
Trinidad	1	1								2
U.S.A.		7						1		8
Venezuela	6		1				1			8
Viet Nam	1									1
West Bank Jordan	1									1
West Germany	2									2
West Indies	2	2								4
Yemen	1									1
Zaire	1									1
Zambia	9						1			10

Students Enrolled by Age and Sex

Thirty-seven member schools responded to the request for the number of all students by their ages as of January 1, 1981 and by sex (if available). The age categories are those used by the census bureau and in the USOE Library Manpower Study published in 1966. The results are summarized as follows:

TABLE II-8-a. Summary - Member Schools - Students Enrolled by Age and Sex.

		19 & under	20-24	25-34	35-44	45-54	54-64	65 & over	Ages not Avail.	Total
Male	Master's	0	120	543	135	38	9	0	99	944
	Post-Master's	0	0	10	8	1	1	0	4	24
	Doctoral	0	1	45	46	13	1	0	4	110
Female	Master's	14	806	1849	640	238	46	1	455	4052
	Post-Master's	0	4	42	25	14	9	0	2	96
	Doctoral	0	3	56	64	26	3	0	4	156

Replies from the six associate respondents are summarized as follows:

TABLE II-8-b. Summary - Associate Member Schools - Students Enrolled by Age and Sex.

		19 & under	20-24	25-34	35-44	45-54	55-64	65 & over	Ages not Avail	Total
Male	Master's		3	22	8	1			1	35
	Post-Master's					1				1
	Doctoral									
Female	Master's		39	90	59	57	4	1	3	213
	Post-Master's			7	5	1				13
	Doctoral									

Information for the following tables was not requested for this survey, but will be again in the future:

Students by Sex and Highest Previous Degree Held

Table II-9-a. Summary - Member Schools

Table II-9-b. Summary - Associate Member Schools

Students by Undergraduate Major, Sex, and Program Level

Table II-10-a. Summary - Member Schools

Table II-10-b. Summary - Associate Member Schools

Financial

All schools were requested to report the amount of financial aid awarded to and accepted by graduate students in Master's, Post-Master's, and Doctoral programs by sex and total amounts of awards (Table II-11). Figures used were based on awards accepted and used for the most recently completed fiscal year (1979-80). Included were such scholarship/fellowship aid as: awards administered directly through the library school or department, awards granted from other college or university funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and common market tuition waivers. Awards made directly to students from outside sources or through loans and work/study, or for which students must work were excluded.

Sixty-two member schools responded to the request. Reported funds available and awarded ranged from a low of $75 to a high of $192,365 for member schools. For associate members the low was $200 and the high $9600. The responses to this very specific question were again surprisingly incomplete and difficult to interpret from several schools.

TABLE II-11-a. Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient.

	Master's						Post Master's						Doctoral					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amt. Awarded
Alabama	2	?	4	14,400	6	?												
Alabama A&M	2	10,000	4	20,000	6	30,000												
Albany	11	31,500	23	62,800	34	94,300			1	3,500	1	3,500						
Alberta																		
Arizona	1	311	4	1,339	5	1,650												
Atlanta	8	20,025	20	75,240	30	95,265			2	1,455	2	1,455						
Ball State																		
Brigham Young	7	6,225	9	9,325	16	15,550												
British Columbia	2	1,250	8	5,050	10	6,300												
Buffalo	1	3,000	2	6,000	3	9,000							1	4,700	2	9,400	3	14,100
Cal. Berkeley	3	2,300	10	25,633	13	27,933			1	800	1	800	2	10,053	7	22,333	9	32,386
Cal. Los Angeles	9	14,064	20	25.479	29	39,543												
Case Western			2	1,100	2	1,100							2	3,500	5	5,500	7	9,000
Catholic																		
Chicago	18	25,178	28	46,293	46	71,4[illegible]									6	6,825	6	6,825
Clarion																		

TABLE II-11-a. Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient.

	Master's						Post Master's						Doctoral					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Columbia	8	16,665	44	99,751	52	116,416			1	2,148	1	2,148	2	2,154	5	8,542	7	10,696
Dalhousie	3	?	19	?	22	20,400												
Denver	10	16,029	32	40,639	42	56,668	1	4,170	4	9,988	5	14,158						
Drexel	1	1,500	8	60,852	9	62,352												
Emory	15	24,309	63	110,098	78	134,407			19	9,690	19	9,690						
Emporia Kansas			4	2,800	4	2,800												
Florida State			2	3,000	2	3,000							1	5,000			1	5,000
Genesco																		
Hawaii	2	350	14	7,370	16	7,720												
Illinois	2	4,000	5	13,500	7	17,500							4	11,900	4	16,400	8	28,300
Indiana			4	3,500	4	3,500							6	14,846	4	4,469	10	19,31
Iowa	3	2,350	14	5,350	17	7,700												
Kent	1	9,000	11	23,167	12	32,167												
Kentucky	2	20,580	14	28,158	21	48,738												
Long Island	5	5,073	15	15,133	20	20,206												
Louisiana	12	35,822	58	141,113	60	176,935												
Maryland					25	18,802												
McGill	3	600	10	3,900	5	4,500												

TABLE II-11-a. Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient.

	Master's						Post Master's						Doctoral					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amt. Awarded
Michigan	14	55,643	58	136,722	72	192,365							2	2,508	7	49,072	9	51,580
Minnesota			4	3,500	4	3,500												
Missouri			9	3,750	9	3,750												
Montreal			1	400	1	400												
North Carolina	5	9,500	16	21,288	21	30,788									1	1,000	1	1,000
N.C. Central	1	1,500	15	35,700	16	37,200												
North Illinois			1	500	1	500												
North Texas			3	11,708	3	11,708												
Oklahoma	1	2,000	1	2,000	2	4,000												
Peabody	1	1,500	9	14,831	10	16,331												
Pittsburgh	7	2,950	14	24,789	21	27,739							6	1,750	11	11,215	17	12,965
Pratt	1	1,797	1	1,798	2	3,595												
Queens			1	75	1	75												
Rhode Island																		
Rosary	3	4,400	11	18,368	14	22,768												
Rutgers					68	92,744												
St. John's	1	2,900	8	27,700	9	30,600											1	?
San Jose			9	3,825	9	3,825												

TABLE II-11-a. Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient.

	Master's						Post Master's						Doctoral					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awards	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amt. Awarded
Simmons	15	6,285	60	25,240	75	31,525												
South Carolina																		
So. California	4	5,841	17	18,700	21	24,541							2	18,500	2	18,500	4	37,000
So. Connecticut																		
South Florida	5	8,870	13	16,380	18	25,200												
So. Mississippi																		
Syracuse	8	29,350	13	24,650	21	54,000	1	900	1	450	2	1,350	6	40,612	2	8,975	8	49,587
Tennessee	2	?	9	?	11	26,388												
Texas	5	1,800	16	4,350	21	6,150									2	400	2	400
Texas Woman's			15	4,509	15	4,509												
Toronto	11	31,850	32	89,685	43	121,535							1	9,000	5	24,360	6	33,360
Washington	3	8,313	10	40,066	13	48,379												
Wayne State																		
West. Michigan	2	4,500	4	3,000	6	7,500												
West. Ontario	1	295	1	295	2	590							2	3,200	2	3,200	4	6,400
Wis. Madison	2	3,134	6	11,622	8	14,756									3	14,700	3	14,700
Wis. Milwaukee	1	5,715	2	4,570	3	10,285												

TABLE II-11-b. Associate Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient.

	Master's					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # of Awards	Total Amt. Awarded
Bridgewater						
Central Missouri						
Indiana State						
Kutztown						
Mississippi						
Nat. Col. of Ed.	1	3,200			1	3,200
N. Carolina, Greensb.			1	200	1	200
Sam Houston						
Shippensburg						
S. Illinois						
W. Kentucky	2	4,800	2	4,800	4	9,600
W. Maryland						

Assistantships Awarded

Based on figures for 1979-80, schools were asked to indicate the number of assistantships awarded by level of program, sex, amount of award per year including stipend and tuition if applicable, and average number of hours of work per week required. The responses were uneven. When asked for an average number of hours per week worked, some schools reported a range or the number of weeks worked. In some instances it was unclear whether the award stated was a total award amount or that to a single individual. Ball State, Clarion, Geneseo, Long Island, Maryland, and Tennessee noted that tuition was part of the award but did not give a dollar figure. Michigan reported spending $12,990 for assistantships for students who are hired to assist faculty for a few days or weeks.

Fifty-three member schools reported a total of one hundred seventy-six men and five hundred ninety one and one-half women holding assistantships in the Master's program. Ten member schools reported awarding assistantships to a total of three men and seventeen women in the Post-Master's program; eighteen member schools gave a total of forty-two men and sixty women assistantships for the Doctoral program.

Nine associate member schools reported awards of assistantships to eight men and twenty-eight women in the Master's program.

TABLE II-12-a. Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual

	Master's					Post-Master's					Doctoral				
	Number		Amount Awarded		Ave. Hrs/ Week	Number		Amt. Award		Ave. Hrs/ Week	No.		Amt. Awarded		Ave. Hrs. Week
	M	F	M	F		M	F	M	F		M	F	M	F	
Alabama	3	11	5,814	21,318	10		1		1,938	10					
Alabama A&M															
Albany	8	20	24,000	50,000	18.5		1		3,500	20					
Alberta															
Arizona	1	3	2,500	8,445	11										
Atlanta															
Ball State	4	8	6,218	1,378	20										
Brigham Young		1		5,310	20										
British Columbia															
Buffalo	2	6	11,069	22,206	20										
Cal. Berkeley		6		2,997	6.83		2		2,425	15.50	4	5	3,192	4,315	10.25
Cal. Los Angeles	1	10	1,148	11,475	10							1		1,148	10
Case Western	10	15	10,000	15,000	11										
Catholic															
Chicago															
Clarion	1	10	1,353	1,353	10										

TABLE II-12-a. Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual

	Master's					Post-Master's					Doctoral				
	Number		Amount Awarded		Ave. Hrs/ Week	Number		Amt. Award		Ave. Hrs/ Week	No.		Amt. Awarded		Ave. Hrs/ Week
	m	F	M	F		M	F	M	F		M	F	M	F	
Columbia	3	11	5,814	21,318	10		1		1,			4		32,000	10
Dalhousie	3	19	?	?	6										
Denver	1	3	7.220	21,660	20		1		7,880	20					
Drexel	5	11	36,970	77,114	20							5		41,870	20
Emory	10	37	10,475	32,475	10										
Emporia Kansas	1	5	2,285	7,920	18										
Florida State	5	20	?	?	10/13										
Genesco	4	10	?	?	10										
Hawaii	1	13	840	10,920	10										
Illinois	1	12	2.205	30,599	10/20		1		2,275	10	2		5,412		10
Indiana	2	24	6,974	83,633	13.5/ 15.5										
Iowa		4.5		11,700	12										
Kent	5	13	6,302	24,938	13	1		,988		20					
Kentucky	3	15	12,894	88,745	15/20										
Long Island	2	3	3,280	4,920	18										
Louisiana		3		5,812	20										
Maryland		3		13,200	20						1	3	5,760	17,000	20
McGill															

TABLE II-12-a. Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual

	Master's					Post-Master's					Doctoral				
	Number		Amount Awarded		Amt. Hrs/ Week	Number		Amt. Award		Ave. Hrs/ Week	No.		Amt. Awarded		Ave. Hrs/ Week
	M	F	M	F		M	F	M	F		M	F	M	F	
Michigan															
Minnesota															
Missouri	3	10	13,083	31,455	20/10						1		5,365		20
Montreal	7	12	8,400	14,400	15										
North Carolina	25	48	70,957	128,319	9/20						4	1	12,391	3,500	12/20
N.C. Central		11		2,165	7										
North Illinois	1	5	1,620	8,100	10										
North Texas		5		19,223	20		1		5,540	20		2		6,250	
Oklahoma	1		2,800		20										
Peabody		2		9,182	15										
Pittsburgh	19	55	9,640	98,745	10						15	22	56,735	87,375	20
Pratt	12	46	4,608	17,664	7.5										
Queens															
Rhode Island	6	8	7,200	12,000	7										
Rosary	1	7	937	4,366	20	1	8	346	3,580	8					
Rutgers															15
St. John's	1	5	6,100	30,500	15										
San Jose		4		8,250	10										

TABLE II-12-a. Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual

	Master's					Post-Master's					Doctoral				
	Number		Amount Awarded		Ave. Hrs/ Week	Number		Amt. Award		Ave. Hrs/ Week	No.		Amt. Awarded		Ave. Hrs/ Week
	M	F	M	F		M	F	M	F		M	F	M	F	
Simmons															
South Carolina	7	9	?	?	10										
So. California											2	2	8,411	8,411	20
So. Connecticut		5		7,500	20										
South Florida	3	9	5,400	16,200	10										
So. Mississippi	1	5	3,000	15,000	20										
Syracuse	4	16	19,947	89,986	20	1		4037		20	1	2	6,254	9,404	20
Tennessee		9		15,817	20										
Texas															
Texas Woman's		6		20,193	20						1	3	5,900	15,236	20
Toronto		2		?	4/6							3		?	4/6
Washington	1	6	1,819	3,936	10										
Wayne State															
West. Michigan		8		19,217	15/20										
West. Ontario	10	13	8,000	10,400	10						7	5	1,200	8,000	10
Wis. Madison		2		5,130	7/13		2		13,090	20	2	1	13,428	4,476	13/20
Wis. Milwaukee	1	5	2,749	13,745	10										

TABLE II-12-b. Associate Member Schools.- Number of Assistantships Awarded by the Library School by the Level of Program, Sex, Amount of Award Per Year, and Average Number of Hours of Work per Week Required of an Individual.

	Master's					Post-Master's				
	Number		Amt. Awarded		Av. Hrs.	Number		Amt. Awarded		Av. Hrs
	M	F	M	F	wk.	M	F	M	F	wk.
Bridgewater										
Central Missouri		1		1,700	15					
Indiana State	3	8	3,937	9,655	20					
Kutztown		1		2,705	20					
Mississppi	1	2	3,600	3,600	13					
Nat.Col. of Ed.										
N.Carolina,Greensb	1	1			15					
Sam Houston		2			20					
Shippensburg	1	3	?	?	20					
S. Illinois	2	2								
W. Kentucky		8		2,400	20					
W. Maryland										

Tuition and Fee Cost of a Degree

The responses to the request for information on the total tuition and fee cost of a degree obtained full-time without transfer credit basing figures on tuition and required fees as of January 1, 1981 are shown in Table II-13. This seemed a straightfordward request since, presumably, a student should be able to calculate information about tuition and fees from a school catalog. Responses varied widely. Costs given for a quarter or semester only were not knowingly included.

Brigham Young noted that charges are made on the basis of membership or non-membership in the Church of Jesus Christ of Latter-Day Saints. Canadian schools reflected in-country/foreign differences in rates. Hawaii mentioned a difference in Summer tuition. Texas reported a flat fee of $50 for up to 12 SCH. Ball State reported flat fees for 12-17 hours. Rhode Island reported a regional rate of $2209 tuition. A number of schools mentioned the existence of laboratory fees which would vary with the choice of courses.

TABLE II-13-a. Member Schools - Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit.

	Master's				Post-Master's				Doctoral			
	In-state tuition and required fees	Out-of-state tuition and required fees'	Tuition per credit In-State	Out-of State	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In-State	Out-of tate	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In-State	Out-of State
Alabama	1,146.75	2,443.50	69.25	109.25	1,146.75	2,443.50	69.25	109.2				
Alabama A&M												
Albany	1,798	2,297	58.50	75	1,798	2,297	58.50	75				
Alberta												
Arizona	1,235	3,435	33	130								
Atlanta	3,409	3,409	270	270	2,869	2,869	270	270				
Ball State	1,182	2,307	(12-17 hrs.) 325	700								
Brigham Young	1,500	1,500	50	75								
British Columbia	1,448	1,448	48	48								
Buffalo	1,800	2,350	58.50	75	1,400	1,800	58.50	75	4,300	5,500	58.50	75
Cal. Berkeley	1,046.50	3,446.50	275.50	1,075.50	1,046.50	3,446.50	275.50	1,075.50	1,046.50	3,446.50	275.50	1,075.5
Cal. Los Angeles												
Case Western	6,046	6,046	200	200					4,838	4,838	200	200
Catholic												
Chicago	9,100	9,100			5,460	5,460	1,760	1,760	10,920	10,920	1,760	1,760
Clarion	1,740	1,740	62	62								

TABLE II-13-a. Member Schools - Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit.

	Master's				Post-Master's				Doctoral			
	In-state tuition and required fees	Out-of-state tuition and req. fees	Tuition per credit In-State	Out-of State	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In-State	Out-of-State	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In-State	Out-of State
Columbia	7,394	7,394	200	200	6,194	6,194	200	200	6,194	6,194	200	200
Dalhousie	1,004	1,754	?	?								
Denver	1,510	1,510	126	126	1,510	1,510	126	126				
Drexel	6,542	6,542	106	106	3,574	3,574	106	106	4,952	4,952	106	106
Emory	6,140	6,140	128	128	4,605	4,605	128	128				
Emporia Kansas	304.50	629.50	21.75	43.50								
Florida State	1,104	3,024	22	40	1,026	2,826	22	40	1,104	3,024	22	40
Genesco	2,135.20	2,735.20	58.50	75								
Hawaii	697	1,582	23	58								
Illinois												
Indiana	1,566	3,978	43.50	110.50	1,305	3,315	43.50	110.50	3,040	7,296	43.50	110.50
Iowa	1,247	2,605										
Kent	2,118	3,918	69	119	1,412	2,612	69	119				
Kentucky	1,040	2,988	42	119								
Long Island	4,776	4,776	126	126								
Louisiana	1,003	1,878	?	?								
Maryland	2,128	3,740	55	100					3,520	6,222	55	100
McGill	1,026	2,700	19	50								

TABLE II-13-a. Member Schools - Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province adn Out-of-State/Province Students and Tuition per Credit.

	Master's			Post-Master's			Doctoral		
	In-state tuition and required fees	Out-of-state tuition and req. fees	Tuition per credit In- Out-of-State State	In-state tuition and required fees	Out-of-state tuition and req. fees	Tuition per credit In- Out-of State State	In-state tuition and required fees	Out-of-state tuition and req. fees	Tuition per credit In- Out-of-State State
Michigan	3,329	7,091	118 257				4,470	9,474	118 257
Minnesota	2,472	5,780	40.75 102	1,997	4,492	40.75 102	2,472	5,780	40.75 102
Missouri	450	1,302	35.50 142						
Montreal	1,100	3,000	? ?						
North Carolina	946.50	3,352.50	26 93				1,189	4,609	33 128
N.C. Central	568	2,306	17.25 113.80						
North Illinois	1,109.95	2,621.95	26 78						
North Texas	570	1,860	15.83 51.67	380	1,240	15.83 51.67	950	3,100	15.83 51.67
Oklahoma	546	2,484	23.50 69						
Peabody	5,006.12	5,438.12	137 155	5,006.12	5,438.12	137 155			
Pittsburgh	2,927	5,839	81 162	1,955	3,895	81 162	5,839	11,663	81 162
Pratt	5,195	5,195	140 140	4,320	4,320	140 140			
Queens	1,738.75	2,238.75	75 95	1,738.75	2,238.75	75 95			
Rhode Island	1,848	3,381	58 116						
Rosary	4,980	4,980	139 142	4,150	4,150	139 142			
Rutgers	1,917	2,661	57 82				1,525	2,119	57 82
St. John's	4,506	4,506	121 121	?	?	121 121			
San Jose	330	3,500	0 72						

TABLE II-13-a. Member Schools - Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/ Province Students and Tuition per Credit.

	Master's			Post-Master's			Doctoral		
	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In- Out-of-State State	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In- Out-of State State	In-state tuition and required fees	Out-of-state tuition and required fees	Tuition per credit In- Out-of-State State
Simmons	5,559	5,559	154 154				5,559	5,559	154 154
South Carolina	520	520	48 48						
So. California	7,080	7,080	177 177				6,118	6,118	177 177
So. Connecticut	357	852	65 65	357	852	65 65			
South Florida	1,210	3,410	22 62	1,056	2,976	22 62			
So. Mississippi	1,097	1,947	46 93						
Syracuse	5,577	5,577	150 150	5,577	5,577	150 150	12,231	12,231	150 150
Tennessee	1,050	2,582	30 70						
Texas	660	1,900	50 40	528	1,578	50 40	825	2,375	50 40
Texas Woman's	511	1,801	4 40	511	1,801	4 40	1,117	3,592	4 40
Toronto	969	2,177					969	2,177	
Washington	1,542	5,472	72 262						
Wayne State	2,261	4,464	98 172.50						
West. Michigan	1,602	3,699	44.50 102.75	1,602	3,699	44.50 102.75			
West. Ontario	1,009.50	2,259	452.25 853				2,019	4,518	452.25 853
Wis. Madison	1,671	5,095	85.25 258.25	1,671	5,095	85.25 258.25	2,720	8,256	85.25 258.25
Wis. Milwaukee	1,989.15	6,141.15	55.25 170.58	1,989.15	6,141.15	55.25 170.58	1,989.15	6,141.15	55.25 170.58

TABLE II-13-b. Associate Member Schools - Total Tuition and Fee Cost for Complete Programs (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit.

	MASTERS				POST-MASTERS			
	In-State Tuition and Required Fees	Out-of-State Tuition and Required Fees	Tuition per Credit		In-State Tuition and Required Fees	Out-of-State Tuition and Required Fees	Tuition per Credit	
			In-State	Out-of-State			In-State	Out-of-State
Bridgewater								
Central Missouri	495	1,200	30	30				
Indiana State	1278	2,790	35.50	77.50				
Kutztown	1,925	1,925	62	62				
U. Mississippi	1,245.75	2,095.75	31	66				
Nat. of Col. of Ed.			110	110			110	110
N. Carolina, Greensb.	1,202	4,642	79.35	365.35				
Sam Houston	531	1,821						
Shippensburg	?	?	62	62				
S. Illinois								
W. Kentucky	754	2,008	35	92	754	2,008	35	92
W. Maryland								

Placement

Answers to questions on placement were based on the best information available on November 15, 1980.

Fifty-four member schools estimated the per-cent of last year's graduates known to have professional positions in library or library-related work as of that date. North Carolina Central and Oklahoma reported that all graduates had professional appointments. The range of responses for the rest of the member schools reporting was from 30 percent to 95 percent, with the median for all at 75 percent.

Among the associate members Indiana State University and National College of Education reported 100 percent professional employment. The range for the other five associates was 50 to 99 percent, with a median of 84 percent.

An average beginning salary for known professional appointments of people without experience was reported by fifty schools. Three Canadian schools, British Columbia and Montreal reported $17,000 and Toronto expected the average would be $16,500. The average for people with experience at British Columbia is $18,500 and Montreal is $22,000. Presumably these figures are in Canadian dollars.

At U.S. member schools the average beginning salary without experience was reported as follows:

between	# of U.S. Schools
11,000-11,999	11
12,000-12,999	22
13,000-13,999	7
14,000-14,999	1
15,000-15,999	3

The low salaries were reported as $8,900 and $9,500; the high was $18,902.

Average salaries for those with experience were reported by member schools as:

between	# of U.S. Schools
12,000-12,999	7
13,000-13,999	10
14,000-14,999	4
15,000-15,999	7
16,000-16,999	7
17,000-17,999	3
18,000-18,999	2
19,000-19,999	2

Six associates reported two average beginning professional salaries of $12,000, and the other four salaries at $11,300, $9,600, $9,500, and $9,000 for people without experience. The average beginning salary for known professional appointments of people with experience included one at $15,000, one at $14,000, one at $13,900, one at $12,000+, and two at $10,500.

Placement counseling in 12 U.S. schools is done by the school or department; in 4 schools it is done centrally in the institution, and in 43 schools it is done in both. In Canada, counseling is done by the school/department in 3 schools, and in both the school/department and centrally in 3 schools. Among the associates counseling is done centrally in 4 schools and both centrally and by the school in 7 schools.

Ms. Beatrice Kovacs, Columbia University, School of Library Service, doctoral student, deserves special thanks for her help in preparing these statistics.

CURRICULUM

by Elspeth Pope

This part of the study contains reports and summaries of the data gathered on curriculum as reported by the responding schools. A total of 79 schools returned the completed questionnaire: 65 were from AALS member schools and 14 were from associate member schools. For anyone making a comparison between last year's report and this year, it should be noted that some schools who reported last year, did not report this year (Alabama A & M, Catholic University, Auburn, Eastern Carolina and Oklahoma State), while others reported this year for the first time (Emporia State, McGill, San Jose, Bridgewater State, Central Missouri, Indiana State, National College of Education, U.N.C.-Greensboro, Shippensburg and Spalding College.)

This report is primarily descriptive and does not attempt to make comparisons and correlations. However the information gathered has been coded and is in machine readable form for those who would like to make use of the data in further studies.

The reporting of the data collected will be through a summarization of responses to some questions and an actual listing by school for other questions. This decision will be based on the type of information sought through the question and the usefulness of grouping the responses.

Question 1. What is the division of your academic year?

Table III-1: Academic Year Division

	AALS Member	Assoc. Member
Semester	50	12
Quarter	10	2
Trimester	5	0
Other	0	0

Question 2. How many weeks are included in a regular term.

Question 3. How many weeks are included in a summer term.

Question 4: How many classroom contact hours are required for one hour of credit.

Questions 2, 3 and 4 were not included in the 1980 report, but were added in 1981 in order to collect more detailed information. The total number of weeks included in an academic year should give a more useful picture of the structure of the program than just the major divisions. Question 4 was asked as a further refinement of questions 2 and 3. The intent of the question was to gain some idea of the classroom contact hours per credit for any course. Because of the ambiguity of the question the responses ranged anywhere from one hour to 45 hours. This could be interpreted to mean that one hour a week of classroom time multiplied by the number of weeks in a term could result in 15 hours of classroom contact per semester per one hour of credit, or 45 hours for a three-credit course. However there was too much divergence to try to second-guess the responses so they would all reflect the same degree of measurement, and the results of Question 4 and not included here. They have been recorded in machine-readable form however.

When Question 3 was included in the 1981 questionnaire it was incomplete in that it should have asked how many weeks in a summer term and how many terms in a summer session. Some schools gave both while other schools answered the question as asked. Therefore, when compiling the data for Table III-2, information other than that included on the questionnaire has been added. In this instance the academic calendar for each school which did not report Question 3 in the number of terms in a summer session was checked, and the division was added to the total.

Table III-2: Number of Weeks Per Term

	Semester/ Trimester		Quarter	Summer	Total
Alabama	15	15		5 - 5	40
Albany	15	15		6	36
Arizona	18	18		4½-4½	45
Atlanta	15	15		8	38
Ball State			10-10-10-5-5		40
Brigham Young	15	15		7½-7½	45
British Columbia	13	13		3	29*
Buffalo	15	15		6 - 6	42
Berkeley			11-11-11-8		41
LosAngeles			10-10-10-10		40
Case Western	16	16		6	38
Chicago			11-11-11-11		44
Clarion	18	18		5 - 5	46
Columbia	14	14		6	34
Dalhousie	14	14		3	31*
Denver			10-10-10-9		39
Drexel			11-11-11-11		44
Emory			10-10-10-8		38
Emporia	15	15		5 - 5	40
Florida State			11-11-11-8		41
Geneseo	15	15		5-5-3	43
Hawaii	15	15		3	33
Illinois	16	16		8	40
Indiana	16	16		6 - 8	46
Iowa	16	16		8	40
Kent	16	16		8	40
Kentucky	16	16		8	40
LongIsland	15	15		5-5-5	45
Louisiana	15	15		9	39

Table III-2: Number of Weeks Per Term

	Semester/ Trimester		Quarter	Summer	Total
Maryland	15½	15½		6 - 6	43
McGill	13	13			26*
Michigan	15	15		7½-7½	45
Minnesota			11-11-11-5-5		43
Missouri	16	16		4 - 4	40
Montreal	15	15		-	30
North Carolina	15	15		5½-5½	41
N.C. Central	15	15		6	36
N. Illinois	16	16		8	40
N. Texas	15	15		6 - 6	42
Oklahoma	16	16		8	40
Peabody	15	15		8	38
Pittsburgh	14	14		7 - 7	42
Pratt	15	15		6 - 6	42
Queens	15	15		6	36
Rhode Island	16	16		10	42
Rosary	15	15		6 (8)	38**
Rutgers	16	16		6	38
St. Johns	15	15		5	35
SanJose	15	15		3 - 6 -3	42
Simmons	15	15		6	36
So. Carolina	15	15		5½-5½	41
So. California	15	15		9	39
So. Connecticut	17	17		5	39
So. Florida			11-11-11-8		41
Syracuse	15	15		6 - 6	42
Tennessee			12-12-12-10½		46½
Texas	15	15		6 - 6	42
Texas Womans	16	16		5 - 5	42
Toronto	13	13		6	32*
Washington			10-10-10-9		39
Wayne State	14	14		7	35
W. Michigan	15	15		7½-7½	45
W. Ontario	14	14		7	35
Wisc.-Madison	16	16		8	40
Wisc.-Milwak.	16	16		12	44
Bridgewater	15	15		5	35
Central Missouri			10-10-10-10		40
Indiana State	15	15		5 - 5	40
Kutztown	15	15		5 - 5	40
Mississippi	15	15		5½-5½	41
Natl.Coll.Ed.			10-10-10-3-3-2		38
N.C.-Greensboro	16	16		6	38
Sam Houston	15	15		6 - 6	42
Shippensburg	16	16		3 - 5 - 5	45
So. Illinois	16	16		8	40
So. Miss.	15	15		5 - 5	40

Table III-2: Number of Weeks Per Term

	Semester/ Trimester		Quarter	Summer	Total
Spalding	17	17		5 - 5	44
W. Kentucky				5½-5½	-
W. Michigan	14	14		4½-4½	37

* Two-year program.
** Summer term longer for evening school.

Question 5. How many credit hours are required for .... degree.

Undergraduate major or minor. There were eight AALS member schools reporting undergraduate programs, and 9 associate member schools. The range of hours required for an undergraduate major or minor was from 14 to 30 hours for an AALS member school, with an average of 20.4 hours and a range of from 18 to 38 hours for an Associate member school, with an average of 27.2 hours.

Table III-3a: Degree requirements in Hours - Undergraduate.

AALS Member

Number of Hours	School
14	Brigham Young
15	Kent State
18	N. Illinois, Texas Woman's
20	Western Michigan
21	Missouri
24	N. Texas, Clarion
30	So. Connecticut
	Associate Member
18	Central Missouri, So. Illinois
21	Bridgewater State
27	Indiana State
30	Kutztown, So. Mississippi, W. Kentucky
33	Shippensburg
38	Spalding

Masters: Of the 65 AALS member schools reporting, the range of hours was from 27 to 57 hours, with an average of 36.5. The hours reported by schools on the quarter system have been converted to semester hours using the formula of five quarter hours being equal to three semester hours. For the Associate member schools, the range of hours was from 19 to 36, with an average of 33.4 hours.

Table III-3b: Degree Requirements in Hours - Masters

AALS Members

*=quarter system

Number of Hours	School
27	Emory*(M.A.), Ball State*, Washington*(MLL)
30	British Columbia, Missouri, N. Illinois, Wisconsin-Madison
31	Tennessee*
32	Arizona (M.Ed), Emporia
33	Iowa, Minnesota*, So. Florida*
36	Alabama, Albany, Atlanta, Buffalo, Case Western Clarion, Columbia, Denver*, Drexel*, Emory*(M.L.), Geneseo, Hawaii, Indiana, Kent, Kentucky, LongIsland, Maryland, Michigan, North Carolina, N.C. Central, N. Texas, Oklahoma, Peabody, Pittsburgh, Pratt, Queens, Rhode Island, Rosary, Rutgers, St. Johns, San Jose, Simmons, South Carolina, So. California, So. Connecticut, Syracuse (MLS), Texas, Texas Woman's, Wayne St., W. Michigan, Wisconsin-Milwaukee
38	Arizona (MLS), Brigham Young, Washington*
40	Illinois
42	Berkeley
43	Louisiana
48	Florida State
51	Montreal
54	McGill, Syracuse (MS/IRM)
57	Dalhousie

Associate members

Number of Hours	School
19	Central Missouri*
30	Kutztown
32	Natl.Col. Educ(MS), So. Illinois
33	W. Kentucky, W. Maryland
34	Natl. Col. Educ (MEd)
36	Bridgewater, Indiana State*, Mississippi, N.C.-Greensboro, SamHouston, Shippensburg, So. Mississippi, Spalding.

University of Chicago: 15 courses beyond B.A.
Dalhousie: Minimum of 16 credit and 3 non-credit courses
Toronto: First year, 10 half courses. Second year, 8 half courses
Western Ontario: 15 courses
UCLA: 18 courses

Post-Masters. Thirty-one AALS member schools reported a Post-Masters program, with requirements ranging from 18 to 36 hours, with 28.5 as the average. Three Associate member schools have a Post-Masters program.

Table III-3c: Degree Requirements in Hours - Post-Masters

	AALS Members
Number of Hours	Schools
18	Wisconsin-Madison
19	Drexel*
24	Kentucky, N. Texas, Pittsburgh, Rutgers, St. John's, Wisconsin-Milwaukee.
26	Minnesota*
27	Denver*, Empry*, Florida State*
29	So. Florida*
30	Alabama, Albany, Atlanta, Buffalo, Berkeley. Columbia, Indiana, LongIsland, Peabody, Pratt, Queens, Rosary, South Carolina, So. Connecticut, Texas, Wayne State, W. Michigan
32	Illinois
36	Syracuse

University of Chicago: Nine courses beyond M.A.
U.C.L.A.: Nine courses beyond M.A.

	Associate Members
30	Bridgewater, National College of Education
45	Mississippi

Doctorate: Seventeen AALS member schools and one associate member school reported on their doctoral program. For the AALS member schools, the range was very wide, from 30 to 80. From the qualifications added to the hour figure, it is clear that schools count required hours for a doctorate in less standardized ways than they do for other programs. Some count in hours beyond the Masters program, some in minimum residence requirements, and still others specify hours for course work plus unspecified dissertation credit.

Table III-3d: Degree Requirements in Hours - Doctorate

	AALS Members
Number of Hours	Schools
30	So. California
36	Drexel*, North Carolina, Simmons
42	Columbia
48	Florida State, Syracuse
54	Pittsburgh, Texas Woman's
59	Michigan
60	Buffalo, Indiana, N. Texas

Table III-3d: Degree Requirements in Hours - Doctorate

Number of Hours	School
72	Maryland
78	Case Western, Rutgers
80	Illinois
	Associate Member
64	So. Illinois

Joint programs are also called Articulated degrees, Concurrent degrees, second masters and Double degrees. When the name of the other discipline was not provided by the responding school, it was left blank in the Table.

Table III-3e: Degree Requirements in Hours - Joint Program.

AALS Members

School	Hours in Lib. Science	Hours in Other program	Other Discipline
Berkeley	19	71	Law
	?	38	Near East. studied
	?	34	Art History
LosAngeles	18 courses	24 courses	Management
	27	12	Latin American stud.
	9	12	History
Case Western	36	30	History/Archives
	36	30	Music
	36	27	History
			English
			American Studies
			Art
			Political Science
Chicago	11 courses	14 courses	MBA/MA
	9	15	MA/MA
Clarion	36	24	
Denver*	27	69	MLL
	27	27	History/Archives
Emporia	32	10	
Indiana	30	30	Music
	30	24	History
Iowa	27	51	Business
Maryland	24 (minimum)	24 (maximum)	
Oklahoma	27	30	
	27	27	
Pittsburgh	36	31	Pharmacy
Rhode Island	30	24	History
Rosary		54 (total)	MBA
St. John	24	21 +12	

Table III-3e: Degree Requirements in Hours - Joint Programs

AALS Members

School	Hours in Lib. Science	Hours in Other program	Other discipline
So. Carolina	27	28	English
So. Connecticut	36	86	J.D.
	36	30	Instruct. tech.
	36	30	History
	36	30	Chemistry

Table III-3f: Degree requirements for all programs by school

AALS Members

	Undergrad.	Masters	Post-Masters	PhD.
Alabama		36	30	
Albany		36	30	
Arizona		38 MLS 32 M.Ed.		
Atlanta		36	30	
Ball State*		27		
Brigham Young	14	38		
British Columbia		30		
Buffalo		36	30	60
Berkeley		42	30	6 quarters
LosAngeles		18 courses	9 courses	not specified
Case Western		36		78
Chicago*		15 courses	9 courses	18 courses
Clarion	24	36		
Columbia		36	30	42
Dalhousie		19 courses		
Denver*		36	27	
Drexel*		36	32	36
Emory*		36	27	
Emporia		32		
Florida State		48	45	45 minimum
Geneseo		36		
Hawaii		36		
Illinois		40	32	80
Indiana		36	30	60 minimum
Iowa		33		
Long Island		36	30	
Louisiana		43		
Maryland		36		72
McGill		54		
Michigan		36		59
Minnesota*		33	26	3 qtrs. residence
Missouri	21	43		
Montreal		51		
No. Carolina		36		36
N.C. Central		36		

Table III-3f: Degree requirements for all programs by school.

AALS Members

	Undergrad.	Masters	Post-Masters	PhD.
N. Illinois	18	30		
N. Texas	24	36	24	60
Oklahoma		36		
Peabody		36	30	
Pittsburgh		36	24	54
Pratt		36	30	
Queens		36	30	
Rhode Island		36		
Rosary		36	30	
Rutgers		36	24	78
St. John's		36	24	
SanJose		36		
Simmons		36		36
So. Carolina		36	30	
S. California		39		30
So. Connecticut	30	36	30	
S. Florida*		33	29	
Syracuse		36 MLS 54 MS/IRM	36	48
Tennessee*		31		
Texas		36	30	2 semesters
Texas Woman's	18	36		54
Toronto		19 courses		4 full courses plus thesis
Washington*		38		
Wayne State		36	30	
W. Michigan	18-20	36	30	
W. Ontario		15 courses		8-10 courses
Wisc.-Madison		30	18	4 semesters
Wisc.-Milwaukee		36	24	

Associate Members

	Undergrad.	Masters	Post-Masters	PhD.
Bridgewater	21	36	30	
Cent. Missouri*	18	19		
Indiana State	15-27	36		
Kutztown		30	30	
Mississippi		36	45	
Natl. Coll. of Ed.		34 MEd/32MS	30	
N.C.-Greensboro		36		
Sam Houston		36		
Shippensburg	33	36		
So. Illinois	18	32		64
So. Mississippi	30	36		
Spalding	38	36		
W. Kentucky	30	33		
W. Maryland		33		

Question 6. How many credit hours must a student carry in order to be counted as a full-time student.

For an Undergraduate major or minor, at AALS member schools, ten schools require 12 hours and four schools require 15 hours. At the Associate member schools, seven schools require 5 hours while one school required 11.

For the Masters programs, the range of hours required for full-time status was from 5 to 15. Thirty-one schools required 9 hours: nineteen required 12; two required 5 hours, one required 6 hours, two required 7 hours, three required 8 hours and two required 15 hours.

All but two of the schools with Post-Masters programs required the same number of hours for full-time status as for their Masters programs. The two exceptions required fewer hours for the Post-Masters than for the Masters.

While there is fairly wide variation between schools in their required hours for full-time status at the various program levels, within each school there was almost uniform consistency between hours required for Masters, Post-Masters and PhD. , i.e. if 9 hours was required at the Master level, 9 hours was also required at the Post-Masters and PhD. level. Two schools asked for fewer hours of their Post-Masters students.

Question 7. Does your program accept students on a part-time basis.

All 79 schools reported that they did accept students on a part-time basis, with some adding qualifications to their answer:

Dalhousie: Yes, but there must be two terms of full-time residence, one of which must be the first one of admittance to school
Drexel: Yes on PhD., but three quarters of full-time residence at some point
LosAngeles: Yes, if working in a library
Maryland: PhD. yes, except for first year which must be full time
McGill: Accepts a limited number of part-time.
Michigan: PhD. must be full-time during first academic year
North Carolina: MA-part time after first semester PhD. - only after 1 year.
Syracuse: Full time during course work
Toronto: Masters first year - full time: second year, part-time.
Western Ontario: Masters, yes. PhD., no.

Question 8. What is the maximum time (in years) allowed for the completion of your program.

The maximum time allowed by AALS member schools range from 2 to 10 years, and for Associate member schools the range was from 5 to 8 years for a Masters program. For the Post-Masters degree, the range was from 3 to 7 years for the AALS member schools, and from 5 to 8 years for the Associate member schools. The maximum time allowed for the PhD. degree ranged from 4 to 12 years, with two schools having no maximum time. Many of the responses to this question were qualified by the statement that an appeal for an extension of time was possible.

Table III-4. Maximum time, in years, to complete degrees.

	Masters	Post-Masters	PhD.
Alabama	6	6	
Albany	6	5	
Arizona	6		
Atlanta	6	6	
Ball State	6		
Brigham Young	5		
British Columbia	5		
Berkeley	no max.	no. max.	no max.
Buffalo	5	5	7
LosAngeles	2	3	5
Case Western	5		5
Chicago	2	no max.	5
Clarion	6		
Columbia	4	3	8
Dalhousie	5		
Denver	5	3	
Drexel	7	3	5
Emory	5	5	
Emporia	6		
Florida State	7	7	7
Geneseo	5	5	
Hawaii	7		
Illinois	5	5	6
Indiana	5	5	12
Iowa	10		
Long Island	5		
Louisiana	6		
Maryland	3		9
McGill	5		
Michigan	10		10
Minnesota	7	7	5
Missouri	8		
Montreal	3-5		
North Carolina	5		8
N.C. Central	6		
N. Illinois	6		
N. Texas	5	5	10
Oklahoma	4		
Peabody	6	6	
Pittsburgh	4	4	6
Pratt	4	4	
Queens	4	3	
Rhode Island	4		
Rosary	5-6	5	
Rutgers	3	3	7
St. Johns	5	5	
SanJose	7		
Simmons	6		4
South Carolina	6	6	

Table III-4: Maximum time, in years, to complete degrees.

	Masters	Post-Masters	PhD.
S. California	5		10
S. Connecticut	6	6	
S. Florida	7	7	
Syracuse	5	5	5
Tennessee	6		
Texas	6	6	9
Texas Woman's	6		6
Toronto	4		6
Washington	6		
Wayne State	6	6	
West. Michigan	6	5	
West. Ontario	3		5
Madison	7	no max.	no max.
Milwaukee	7	4	

Associate Members

	Masters	Post-Masters	PhD.
Bridgewater	6	6	
Central Missouri	8	8	
Indiana State	5		
Kutztown	6		
Mississippi	6	6	
Natl. Coll. of Ed.	6	6	
N.C.-Greensboro	5		
Sam Houston	6		
Shippensburg	7		
So. Illinois	6		5
So. Mississippi	6		
Spalding	8		
W. Kentucky	5	5	
W. Maryland	8		

Question 9. At the end of the maximum time allowed for completion. are some portions of the program declared obsolete or is the student's program cancelled outright.

This question was clarified by asking If a course is considered obsolete after a certain period of time, is it possible for a student to continue on in the program and take course work or an examination to update or revalidate the obsolete course.

Table III-5. Status of Courses after Maximum Time

	AALS member		Associate member	
	Obsolete	Cancelled	Obsolete	Cancelled
Masters	28	10	7	2
Post-Masters	16	5	1	1
Doctorate	6	4	1	

Twenty AALS member schools and five Associate member schools replied that there was not an automatic decision made, but that the student could submit a petition for an extension of the time period and the school. through an appropriate committee, would make individual judgments. Other methods of handling this problem were: Credit hours are reduced by half and after ten years they are cancelled outright (Arizona). Normative times are just that; student is not penalized for exceeding normative time. (Berkeley). Decided by faculty on individual basis; some students are required to repeat all courses; others take additional courses for the full 36 semester hours. (Atlanta).

Question 10. What is the minimum time (in months) possible for a student to complete your program, excluding transfer credits.

Table III-6. Minimum time (in months) to complete program

AALS Members

Months	Masters	Post-Masters	PhD.
4		1	
8		2	
9	4	12	2
10	3	2	
11	4	2	
12	43	7	
15	3		
16	2		1
18	1		3
19	1		
20	1		
21	1		
24	1		6
27			1
30			2
36			6
	Associate members		
6	1		
12	11	3	
15	1		
18	1	1	
36			1

Question 11. Of the credit hours required for a degree, how many hours must be taken by all students in required courses.

Required courses would be foundation or core courses, required of all students no matter what their specialty might be. These would be courses, identified by number as being required, and not a requirement to choose within a group of courses a certain number by type of library or type of activity.

Table III-7: Required course hours by number of hours.

AALS Members

Number Of Hours	Undergrad.	Masters	Post-Masters	Doctorate
1		1		
3			1	1
4	1		1	1
5			1	1
6		3	2	1
7		1		
8		3		1
9		6	2	2
10		3		
11		1		
12	2	15	1	2
14	1	2		
15		8		
16				1
18	1	8		
19		2		
20				1
21		4		1
22		2		
23		1		
24	2			
25		1		
27		1		
28		1		
30				1
33	1	1		
36				1
45			1	

Associate Members

3		1		
6		1		
9		2		
12	1	2		
15	1	3		
18	1	1		
21		2		
24	2	1		
27	1			
30			1	
32				1
33	1			
34		1		
38	1			

Question 12. What is the maximum number of credit hours which may be transferred.

Table III-8: Credit hours transferred, by program.

AALS Members

No. of Hours	Undergrad.	Masters	Post-Masters	Doctorate
3			1	
4	1	1		1
5		2	1	
6		29	14	1
7		7		
8		1	1	
9		8	6	4
10		1	1	
11		1		
12		6		1
13		1		
14			1	
18			1	
24		1		
30				4
Associate Members				
6	2	9	2	
8		1	1	
9		1		
12	1	3	1	1

Others:
A maximum to the equivalent of one year's study. (Dalhousie)
Transfer of credit is by petition of faculty only. (Simmons)
Four related half-courses. (Toronto)

Question 13. Allow transfer from a non-ALA accredited program.

Of the AALS members, eighteen schools allow transfer from non-ALA accredited programs. Of the Associate member schools, one does not allow such transfer credit, but the remaining thirteen do. Both Dalhousie and Montreal accept transfer credits, but qualified their response to indicate they transfer only from library schools which are overseas, and from the University of Ottawa.

Question 14. Are students allowed to exempt any required courses.
Question 15. If yes, how is the exemption determined.

Responses from the AALS member schools indicated that fifty schools allow exemption of required courses at the Masters level, ten at the Post-Masters level and six at the Doctoral level. Of the Associate member schools, twelve schools allow exemption of required courses at the Master's level, two at the Post-Masters level but none at the Doctoral level.

Exemption is determined by written exam at twenty-six of the AALS member schools, and by transcript at forty of the schools. Three Associate member schools require a written exam for exemption of required courses, while nine ask for a transcript. Some schools have more than one requirement for exemption, such as a written exam plus permission from the instructor of the course. Other methods of determining exemption are:

Petition to the Committee on Curriculum: (Alabama)
If equivalent to our course, and with permission of graduate advisor. By petition citing relevant evidence. (Berkeley)
With approval of the instructors in the course concerned. (Dalhousie, Minnesota, Rutgers, Tennessee)
Assessment of background based on documents plus interview. (Drexel)
If approved by advisor in consultation with course instructor (Emory)
Overall evaluation of students record and performance. (Illinois)
Oral examination. (Indiana)
Successful petition to the College's Committee on Admissions and Academic Standing, or Doctoral Committee. (Maryland)
Sometimes field experience. (Long Island, Montreal)
Can be taken as undergraduate prior to admission. (N. Illinois)
Negotiated. Exam may be required. (Texas)
Special projects required. (Central Missouri)
Students must have completed six hours in program, and have faculty approval. (UNC-Greensboro)

Question 16. If exemption is permitted, does student gain credit.

The intent of this question was to determine whether a student's program would be reduced if that student gained exemption from a required course. Twenty-one AALS member schools replied that they gave credit for a required course which had been exempted by a student, while five Associate member schools gave credit. Some schools qualified their reply by stating that credit would be granted if a transcript validated course work taken elsewhere, but no credit would be granted if exemption was by written exam or a proficiency exam.

Question 17. Is there a thesis requirement.
Question 18. Is a thesis optional.

The term "thesis" is used here to cover a wide variety of synonyms such as research study, masters paper, professional paper, specialist paper or some form of independent research work. If a school answered in Question 17 that they did not require a thesis, it could be assumed that students had a choice as to whether or not they wished to write a thesis. Question 18 was inserted to clarify which schools without a required thesis did not have a thesis elective.

Table III-9. Number of schools by thesis requirement or option.

	Required		Optional	
	AALS Member	Assoc. Member	AALS Member	Assoc. Member
Masters	8	2	29	9
Post-Masters	9	2	8	1

Question 19. How many credit hours may be earned through thesis.

Because many schools with a thesis requirement or option award varying credit for the work, the data for this question will be tabulated.

Table III-10. Hours of thesis credit, by schools.

AALS Members

School	Masters	Post-Masters
Albany	2-6	3-6
Atlanta	6	6
Ball State	8	
Brigham Young	4	
Buffalo	6	6
Berkeley	no limit	no limit
Dalhousie	12	
Denver	2	
Drexel	3	
Emory	0	
Emporia	5	
Florida State	6	
Illinois	8	8
Indiana		1-6
Iowa	6	
Kent State	6	
Kentucky	6	
Louisiana	1-9	
Long Island	3	3
Minnesota	11	
Montreal	20	
North Carolina	3	
N.C. Central	6	
N. Illinois	1-6	
N. Texas	6	6
Oklahoma	1-4	
Peabody		6
Pratt		6
Rutgers		6
St. John's	1-6	individually deter.
SanJose	3	
S. Connecticut		3
S. Florida	4	

Table III-10. Hours of thesis credit, by school.

School	Masters	Post-Masters
Syracuse	1-6	1-6
Tennessee	5	
Texas	3	
Texas Woman's	6 (MA)	
Washington	9	
W. Michigan	6	6
Wisc.-Madison		3-6
Wisc.-Milwaukee	3	3
Associate Members		
Bridgewater	3-6	3-6
Central Missouri		6
Indiana State	6	
Mississippi	6	
Natl. Coll. Educ.	4	
Sam Houston	6	
Shippensburg	6	
So. Illinois	4	
S. Mississippi	6	
W. Kentucky	6	6

Question 20. Does your program offer field work experience for credit.

For our study, field work experience is defined as supervised work in a library or information agency situation. It does not include field trips as part of a class-based course, or special activities such as storytelling.

Table III-11. Number of schools offering field work for credit.

	AALS Member	Assoc. Member
Masters	58	13
Post-Masters	19	3
Doctorate	4	

Dalhousie: No credit, but needed for graduation.
San Jose & Texas Woman's: No credit applied to degree

Question 21. Is field work required of all students.

Of the AALS members, Dalhousie, Missouri and Montreal require field work of all students. University of North Carolina will begin requiring it in August, 1981. Syracuse requires either field work or independent research. Of the Associate members, five schools require field work of all students.

Ouestion 22. How many credit hours are allowed for field work.

More than half the schools awarding credit for field work indicate a range of credit hours for such work. It is not clear from the responses how many schools negotiate an amount of field work for a certain number of credit hours, or if the variation is for field work in school libraries for certification, as opposed to field work in other types of libraries.

Table III-12: Credits for Field Work by School.

AALS Members

School	Masters	Post-Masters	Doctorate
Alabama	3-6		
Albany	3 (MA)	3-6	
Arizona	2-4		
Atlanta	3-6		
Ball State	3		
Brigham Young	1-8		
Buffalo	1-3	1-6	1-6
Case Western	3		
Clarion	3		
LosAngeles	4-12		
Columbia	3		
Denver	2-3		
Drexel	4		
Emory	2-5		
Emporia	1-3		
Florida State	5-15		
Hawaii	3-6		
Illinois	2		
Indiana	2-4		
Iowa	2-3		
Kent State	2-3	2-10	
Kentucky	3		
Louisiana	3		
Maryland	3		
Long Island	3-6		
Michigan	2		
Minnesota	1-2		
Missouri	4		
Montreal	4-8		
Morth Carolina	3-6		
N.C. Central	6		
N. Illinois	3		
N. Texas	3		
Oklahoma	3		
Peabody	1-3		
Pittsburgh	6		
Queens	3		
Rhode Island	1-6		
Rosary	3-6		
Rutgers	1-3		

Table III-12: Credits for Field Work by School

School	Masters	Post-Masters	Doctorate
St. John's	3		
SanJose	2-4		
S. Carolina	3-6		
So. California	5		
S. Connecticut	6		
S. Florida	2		
Syracuse	1-6		
Tennessee	4-7		
Texas	3		
Texas Woman's	3		
Toronto	½ course		
Washington	4		
Wayne State	2-3		
W. Michigan	2-4		
W. Ontario	2 courses		
Wisc.-Milwaukee	3-6		
	Associate Members		
Bridgewater	6		
Cent. Missouri	2-4		
Indiana State	3		
Kutztown	3		
Mississippi	3		
Natl. Coll. of Ed.	4-6		
N.C.-Greensboro	1-6		
Sam Houston	3		
Shippensburg	6		
So. Illinois	6		
S. Mississippi	2-4		
Spalding	3-8		
W. Kentucky	3		
W. Maryland	3		

Question 23. Is a comprehensive exam a requirement for graduation.
Question 24. Is there a foreign language requirement for graduation.

Table III-13. Comprehensive exam and Foreign language requirement.

AALS Members

	Comprehensive exam		Foreign Language	
	Yes	No	Yes	No.
Masters	19	44	9	54
Post-Masters	5	23	1	27
Doctorate	20	3	11	10

Table III-13: Comprehensive Exam and Foreign Language Requirement.

Associate Members

	Comprehensive		Foreign Language	
	Yes	No	Yes	No
Masters	11	2		13
Post-Masters	3	1		3
Doctorate	1			1

Question 24 asked for clarification of the foreign language requirement, and the following schools responded:

Arizona: two years of a foreign language
Atlanta: The foreign language requirement can be met by (1) six semester hours of undergraduate credit, (2) passing an examination, or (3) passing a course for graduate students in a modern foreign language.
Brigham Young: No required, but recommended as a valuable skill required for some positions
British Columbia: Reading knowledge of one language other than English.
Dalhousie: Our requirement is for a language other than English. In a bilingual country, French may be submitted but this is not a foreign language in Canada.
Indiana: Reading knowledge of a modern foreign language may be submitted as part of the research tool skill requirement for the doctorate.
Kentucky: required for the MA, but not for the MS.
Michigan: At the master's level, the student must have had an intermediate level (3rd semester) course in one language, or one year of study or the equivalent, in each of two languages. At the doctoral level, a student must pass an examination, the ETS or the CEEB.
Minnesota: Doctoral student needs skills of scholarship necessary to pursue research in area of specialization-may include study in foreign languages, statistical methods, social science research techniques, etc.
Montreal: Most of our students are French-speaking and they have to be quite fluent in English to succeed.
North Carolina: Reading knowledge of one foreign language, as demonstrated either through transcript evidence or examination.
N.C. Central:-Student may request to substitute a course in statistics or computer language for foreign language.
St. John's: One undergraduate year or equivalent of foreign language study (one language). Computer language course or language competency exam may be substituted.
So. California: Must pass one language test.
Texas: Two foreign languages or one foreign language plus computer or statistics tool requirement for doctorate.
Texas Woman's. For PhD, one foreign language and an additional research tool (statistics).

Toronto: Doctoral students must have an adequate reading knowledge pf a language other than English and this requirement must be completed by end of second year of residence.
Wisconsin-Madison: Competence in one foreign language must be demonstrated for the PhD.

Question 25. Are there any pre-requisites to entering the program.

The pre-requisites suggested were a. library experience, b. undergraduate library science courses, c. foreign language, d. typing, and e. other. There were very few pre-requisites listed by the responding schools.

A. Library experience as a requirement for admission. At the Post-Master and/or Doctoral level, it is required by Denver, Indiana and Michigan while Montreal, Missouri, LosAngeles and S. California ask for library experience but do not specify for which program. None of the Associate member schools ask for library experience.

B. Undergraduate library science courses as a requirement for admission. Arizona (for MEd), Missouri have unspecified requirements. No. Illinois requires three courses, in Selection, Reference and Organization of Materials. S. California requires four units of work. Two Associate member schools - Kutztown and W. Kentucky - have this as an admission requirement.

C. Foreign language as a requirement for admission. Atlanta asks for at least six undergraduate semester hours. Knowledge of one foreign language is recommended for entrance to MS program at Case Western, but is not a requirement. Montreal has a similar recommendation for English. Geneseo, San Jose and S. Connecticut indicate that they do have a foreign language requirement, and LosAngeles requires one year of two languages or two years of one language.

D. Typing as a requirement for admission. Fortunately none of the schools indicate that this skill is required for admission.

E. Other requirements for admission. Many schools responded to this by listing undergraduate academic credentials such as GRE schores, GPA, TOEFL, MAT, etc. This type of information will not be reported in this report because of the variety and extent of it. Whether it is useful information that should be included in the 1982 report will have to be discussed by the committee. For more specific pre-requisites, Queens asks for an essay on career motivation and LosAngeles requires a computer language, preferably PL-1, FORTRAN or COBOL. One Associate member school, Central Missouri, asks for a writing proficiency exam for admission.

Question 26. How many different courses were taught away from main campus.
Question 27. How many were for required courses or elective courses.
Question 28. How were these courses taught: regular faculty, adjunct...

If a university was composed of a number of campuses at different locations in the state, the "main" campus would be that one where the library school had its permanent building and its administrative offices. Off-campus teaching would include any branch or regional campus of the university, as well as any other non-university location, such as a public library. The answers to these three questions have been combined into one table because it provides a more relevant picture. Question 28 asked for information about the means of teaching off-campus courses. The options were full-time faculty, adjunct faculty, by television, correspondence courses or any other means. Because none of the off-campus courses were taught other than by faculty, it was much simpler to include all off-campus teaching information in one table.

Table III-14: Courses Offered away from Main Campus

AALS Members

	No. of	Required			Elective			Faculty	
School	Courses	MA.	P-M.	PhD.	MA.	P-M.	PhD	Reg.	Adj.
Alabama	4	4						3	1
Albany	2				2			2	
Arizona	2	1			1			1	1
Brigham Young	9	5			4			8	1
Clarion	1				1			1	
Emporia	10	3			7			4	6
Florida State	11	2			9			9	2
Geneseo	15	3			12			13	2
Indiana	7	5			2				7
Iowa	1				1				1
Kent State	18	9			9			4	14
Kentucky	4	2			2			2	2
Louisiana	2				2			1	1
Long Island	6	3			3			4	4
Michigan	11	2			9			8	3
Missouri	7	2			5			7	
North Carolina	4				4			2	2
N. Illinois	13	5			8			12	1
N. Texas	8	4			4			8	
Peabody	6	1			5			6	
Pratt	10				6	4		2	8
Queens	4				4				4
Rhode Island	10	5			5			3	7
Rutgers	6				2	4		2	4
SanJose	2	1			1			2	
So. Carolina	5	2			3			5	
S. Connecticut	8	3			3	2		4	4
S. Florida	14	3			11			13	1
Texas Woman's	11	2			9			10	1
Toronto	4				4			4	
Wayne State	6				6			4	2
W. Michigan	15	3			12			5	6
W. Ontario	6	3			3			5	1
W-Milwaukee	1				1			1	
Total	243	73			160	10			

Table III-14: Courses Offered away from Main Campus

Associate Members

School	No. of Courses	Required MA.	Required P-M.	Required PhD.	Elective MA.	Elective P-M.	Elective PhD.	Faculty Reg.	Faculty Adj.
Indiana State	5	1			4			4	1
Mississippi	12	6			6			11	1
Natl. Coll. Ed.	2	1			1				2
Sam Houston	13	3			10			13	
Shippensburg	3	3						2	1
So. Illinois	1				1			1	
S. Mississippi	5	5						4	1
W. Kentucky	6				6			6	
Total	47	19			28				

Question 29. How many individual courses were listed in catalog.

Question 30. How many different courses were taught on main campus.

Question 31. Of the courses offered during the last report year, how many were for:

A. Undergraduate credit only
B. Undergraduate or masters credit
C. Masters credit only.
D. Masters or post-masters credit.
E. Post-masters credit only
F. Post-masters or doctoral credit.
G. Doctoral credit only
H. Open to students in any degree program.

Questions 29 through 31 ask for information about courses available to students on the main campus, and the results have been combined in Table III-15. The number of courses listed in a college catalog should not include independent study courses, field work or multiple-sections of one course.

The alphabetic headings in Table III-15 correspond to the level of courses labelled A, B, C, D, E, F, G and H in Question 25, listed above. The category H - open to students in any degree program - was added to the 1981 report because of the number of schools indicating this practice in the 1980 returns. Once again, the number of courses were copied as they appeared on the form returned, even though the total number of courses offered during the last academic year did not always match the total number of courses offered in the various categories.

Table III-15:Courses listed in catalog,taught last academic year,by level

AALS Members

School	Courses Listed	Courses Taught	A	B	C	D	E	F	G	H
Alabama	45	45			5	32	3			
Albany	65	74	2			58	7			7
Arizona	47	35	2	8		42				
Atlanta	34	29		9		20				
Ball State	59	46	18		28					
Brigham Young	36	32	4	18	10					
British Columbia	49	40			40					
Buffalo	38	38			2					36
Berkeley	51	59	2	2		46		1		
LosAngeles	74	58	5		4				7	46
Case Western	82	76							11	65
Chicago	61	41								41
Clarion	40	30	6	3	21					
Columbia	59	59			20			1	5	33
Dalhousie	35	35			35					
Denver	63	57		4			3			
Emory	40	34			30	4				
Emporia	41	39	1		38					
Florida State	59	56	3	6	40	40		7	7	47
Geneseo	51	71		2	69					
Hawaii	34	32			32					
Illinois	46	47	1		3		1		4	39
Indiana	51	43		5	41	41	36	38	2	41
Iowa	31	28		7	21					
Kent State	51	44	5	3	7	27	2			
Kentucky	46	41		8	35					
Louisiana	38	31			31					
Maryland	60	56	4	9	11				3	
Long Island	48	39		9	30					
McGill	43	35			35					
Michigan	54	52		1	47				4	
Minnesota	37	32		8		29			3	
Missouri	48	48	6	10	32	32				6
Montreal	48	38				38				
North Carolina	57	44	2	9					2	31
N.C. Central	37	33	1	4	29					6
N. Illinois	25	25	5	3	17					
N. Texas	42	39		5						34
Oklahoma	43	27	3		24					
Peabody	54	39		10		29				
Pittsburgh	168	139	16			101			22	
Pratt	71	45				42		3		
Queens	35	25			25	19	19			
Rhode Island	42	38			38					
Rosary	50	35			7	28				
Rutgers	52	42			2					
St. John's	46	32		3	30	18				

Table III-15: Courses listed in catalog, taught last academic year, by level

AALS Members

School	Courses Listed	Courses Taught	A	B	C	D	E	F	G	H
San Jose	30	26			26					
Simmons	52	40			25	12			3	
So. Carolina	56	47	2			45				
S. California	40	38	2	2	29			3	2	
S. Connecticut	65	56	12			44				
S. Florida	49	36	3	4	29	29				
Syracuse	54	46	2	7					4	33
Tennessee	43	49	3		5	38				
Texas Woman's	53	45	6		36				11	
Toronto*	75*	75*			73*				2*	
Washington	46	35		4	31					
Wayne State	63	29								
W. Michigan	40	36	4	7	25					
W. Ontario	76	50			38				12	
Wis.-Madison	48	42		6						36
Wis.-Milwaukee	36	28	1	8		20				

*Formulated from 10 full courses and 65 half courses in catalog, and taught during the last academic year. 8 full courses; 65 half courses for Masters credit only, and two full courses for Doctoral credit only.

Associate Members

Bridgewater	25	19	8	14		4
Indiana State	32	23	3	5	15	
Kutztown	32	22	12		10	
Mississippi	35	49		34	15	
Natl. Coll. Ed.	28	24			24	
Sam Houston	43	20	3	7	10	
Shippensburg	38	23	8	3	15	
So. Illinois	36	32		13	23	
S. Mississippi	44	34	6	10	28	
Spalding	39	28	2	11	15	
W. Kentucky	34	25	2			
W. Maryland	13	9			9	
Central Missouri	29	24	2	18		4

Question 32. How many courses in your catalog are cross-listed.

Clarification of this question stated that to be a cross-listed course based in a department, the major teaching responsibility for that course should be carried out by that department. In the 1980 study schools were not asked the other department involved in the cross-listing, an oversight which was to be remedied in the 1981 study. This change was not implemented this year, but will be seriously considered for future studies.

Table III-16: Courses cross-listed with other units of instruction.

	AALS Members	
	Based in Library School	Other Unit
Arizona	3	3
Atlanta	5	0
Case Western	7	2
Chicago	14	5
Clarion	0	2
Columbia	1	0
Dalhousie	4	0
Denver	0	4
Emory	1	0
Illinois	1	0
Iowa	1	3
Kent State	0	3
Kentucky	2	1
Louisiana	2	0
Maryland	1	1
McGill	2	0
Michigan	3	2
Missouri	2	4
Montreal	1	0
North Carolina	0	3
N. Illinois	1	0
N. Texas	1	0
Oklahoma	0	1
Peabody	0	2
Pratt	17	0
Queens	0	1
St. John's	10	0
So. Florida	0	1
Syracuse	2	0
Tennessee	3	2
Texas Woman's	6	2
Wayne State	6	10
W. Michigan	0	1
Wis.-Madison	3	1
Wis.-Milwaukee	0	5

Table III-16: Courses cross-listed with other units of instruction.

Associate Members

	Based in Library School	Other Unit
Kutztown	0	1
N.C.-Greensboro	4	0
Sam Houston	1	0
So. Mississippi	1	0
W. Kentucky	2	5
W. Maryland	2	3

Question 33. Is there a residency requirement for graduation.

Of the 65 AALS member schools responding to this question, 40 do have some sort of residency requirement, while 6 of the 14 Associate members have such a requirement. The question asked to have the residency requirement specified by credit hours for the programs for Masters, Post-Masters and Doctoral degrees. For the second year in a row, the information gathered from the specific part of the question was not standardized enough to allow for any sort of grouping. For many schools it is not possible to translate the residency requirements into credit hours, therefore there will be no attempt to include the specific data for this question in the 1981 report.

Question 34. What curriculum changes were made during the last year.

In the 1980 questionnaire, this information was sought in an open-ended manner, asking if there had been any curriculum changes during the year and if so, what kind of changes. For the 1981 report, this question was given more structure by using the most frequently cited categories of the previous year. In recording the responses to this question, it is evident that more specific information need to be sought. While there is some usefulness in knowing how many schools added new courses last year, it would be more helpful to know in what areas such additions are taking place. This data will be recorded according to the sequence set up in the questionnaire.

Table III-17: Curriculum changes made during last academic year.

		AALS member	Assoc. member
A.	Added new courses	45	8
B.	Added new programs	9	1
C.	Revised total curriculum	3	2
D.	Revised areas within curriculum	17	3
E.	Changed catalog description	34	8
F.	Changed hours of credit.	11	1
G.	Revised certain courses	39	8
H.	Other changes: specify	(on next page)	

Albany: Dropped courses
Florida State: New program in progress
Louisiana: Deleted one course. Extended number of required courses from five to eight
Maryland: Specialization guidelines for advising were created: Refined guidelines for submitting new courses: Continuing education program was expanded.
Montreal: First year of revised curriculum was implemented. Field work started in May. Second year started in September, 1980.
N. Texas: Two experimental courses were offered.
Peabody: Deleted three courses.
Simmons: Began new curriculum review
S. Connecticut: Dropped three courses.
Syracuse: Added independent study or fieldwork requirement for MLS
Texas Woman's: Developing curriculum for services to hispanic populations. Developing resources for improved information science courses.
W. Ontario: Added 3 "mid-career" continuing education courses.

Question 35. Do you have a standing curriculum committee within the school

Sixty-two AALS member schools have standing curriculum committees, and twelve Associate member schools. The AALS member schools stating they did not have a standing curriculum committee indicated that the faculty as a whole acted on curriculum matters.

Question 36. How many members...by category

Rather than tabulate this information as was done in the 1980 report, a summation of the various categories will be given. The specific numbers by school and categories have been coded and are in machine-readable form.

There are 7 AALS member schools and 1 Associate member school with a curriculum committee made up of the faculty as a whole, with no indication that students, staff, practitioners or alumni also serve on the committee.

There are thirty-seven AALS member schools and four Associate member schools with committees made up of both faculty and students. Of these, thirty four schools have a larger ratio of faculty representation to student representation, while six schools have an equal representation of faculty and student. One school has a curriculum committee with a larger number of students serving on it than faculty.

Staff, alumni, practitioners and others were the remaining categories of curriculum committee membership. Most schools have one other category represented. If a staff member was on the committee, then the other categories were not represented, and vice versa. In many responses, the alumni and practitioner categories were one and the same.

Six AALS member schools had only staff added to the faculty/student categories of the committee. Sometimes the staff member would be identified as the library school librarian, the assistant dean, or administrative assistant, but otherwise staff title was not given.

Alumni are represented on seven AALA member school committees and one Associate member school, while a combined alumni/practitioner representative is on the committee in four of the AALS member schools and three Associate member schools.

Under the category of "other" one school lists the Dean, one lists two administrators, while a third school has the Director of Admissions and Associate Librarian as members.

Question 37. Was there anyone assigned released or compensated time for curriculum supervision or planning.
Question 38. If yes, what percentage of that person's time.

Table III-18: Percentage of released time for curriculum planning

School	Percentage
Denver	50
Florida State	33 1/3
Maryland	33 1/3
Queen's	33 1/3
Rutgers	33
South Carolina	33 1/3
Texas	33 1/3 each (3 persons)
National Coll. of Educ.	% not assigned
North Carolina-Greensboro	% not assigned
Shippensburg	25
So. Illinois	5

Question 39. Are there curriculum changes under active consideration.

The information submitted in answer to this question will be reported according to the type of change under consideration.

A. Integrated core. The schools considering an integrated core are Missouri, Rhode Island, So. Florida and So. Illinois. Illinois is studying revisions to its integrated core.

B. Sixth year/post-masters degree. This is under consideration at the following schools: Arizona, Dalhousie, Louisiana, Missouri, Rhode Island, San Jose and Bridgewater, and S. Mississippi.

C. Doctoral program. This is being considered by Arizona, Southern California and the National College of Education. Illinois has proposed modifications of the doctoral program to the Graduate College.

D. Two-year masters. Atlanta and Illinois are considering this program, while N. Illinois has it on the back burner presently.

E. Other joint-masters. Atlanta is considering a dual degree program

with History, Afro-American Studies and Public Administration.
Brigham Young is discussing the development of a joint masters program with English and History.
British Columbia - did not specify area of joint program
LosAngeles- with Slavic Languages, and History with UC-Irvine campus.
Dalhousie - with Administration
Denver - with Business Administration, International Studies, Public Administration
Indiana - with Public Administration
Missouri - with Sociology, History, Public Administration
N.C. Central - with History/Archives, Business Administration, Law
N. Illinois - with Public History
Pittsburgh - dual degree program with Graduate School of Public and International Affairs in Urban and Community Information
Rhode Island - a double masters in AV, Chemistry, Business Administration and Public Administration
Rosary - with Business Administration
Rutgers - with Reading
St. John's - with Law, Business Administration
So. Carolina - with Applied History program
Texas - with Management, Law
W. Michigan - double degree with Medieval Studies
Wis.-Milwaukee - with Music, Business Administration, History and Social Work.
Bridgewater - with Instructional Media
Mississippi - with Business and Law
Shippensburg - with Business and Computer Science
W. Kentucky - with Instructional Technology

The responses to F "other" were varied and will be reported by school:

Alabama - revised the core
Albany - undergraduate second field
Buffalo - undergraduate courses in information science
Berkeley - Revision of graduate curriculum at all levels to include extra library applications
Case Western - Extensive overall curriculum revision is underway.
Chicago - Revision of the structure of required courses. Introduction of several new courses. A special sixth year certificate program.
Columbia - General curriculum revision
Denver - new course areas: Record Management, Micrographics, Data-base Management
Emory - Modification of total curriculum to reflect a broadened emphasis on information management.
Emporia - Enlargement of program beyond 32 credits. Core may be increased to 11 credits.
Florida State - Total new program at M.S. level
Iowa. - Comprehensive exam and thorough curriculum review
Kent State - Reviewing total curriculum
Long Island - Master's program in Information Science
Michigan - lengthened program for the training of research librarians with possible financial support from the Council on Library Resources

N. Texas - Reactivation of BA degree with undergraduate major in library and information science, effective Fall, 1981.

Oklahoma - Intensive study, preliminary in nature, as beginning stage in overall curriculum evaluation and revision.

Peabody - Change in core. Expansion of courses in information science. Revision of courses in children's services.

Pratt - The faculty committee is now seriously considering a total curriculum revision.

Queens - new specializations

Rosary - revising the curriculum

St. John's - Change in core requirement

Simmons - Core revision and expanded (not two year) program

Texas - Expanded Rare Books program

Texas Woman's - Review of core curriculum

Toronto - Master of Arts in Teaching (School Librarianship), approved
Master of Archival Science - in proposal stage

W. Ontario - Development of records management specialization

Natl. Coll. of Ed.- Revision of general courses and required courses

Spalding - Restructuring and updating of media courses

INCOME AND EXPENDITURES

Thomas R. Kochtanek

This section of the report contains descriptive summaries of the financial status of contributing library schools, both AALS members and associate member schools. Of the 77 questionnaire sections returned, 62 were from schools whose programs were, at the time of this study, accredited by the American Library Association. Of these 62 schools, 5 forms were either incomplete or contained irreconcilable information and had to be excluded. The 15 responses from AALS associate members included 9 replies containing useable data.

Since the number of member school returns outnumbers the number of associate school returns, the bulk of the descriptive analysis will pertain to those 57 member schools. Where appropriate, descriptive figures will be cited for that associate group. Tables IV-7 through IV-10 contain complete figures for both groups of respondents.

FUNDING: AMOUNTS AND SOURCES

The 57 member schools reported a total income of $31,670,446* for the 1979/80 fiscal period. Funding for these schools ranged from a high of $1,879,431 to a low of $224,465. The mean funding level is $552,622 with a standard error about the mean of $42,150. Figure IV-1 depicts the distribution of incomes for those 57 member schools. It is interesting to note that 32 of the 57 schools fall within an income range of $250,000 to $500,000.

On the basis of mean income, the 1979/80 figures represent only a three percent increase over that average reported the previous year (see Table IV-1). This slight increase is not nearly as significant as the 10.7 percent increase reported the prior year. Differences may be due to fluctuations in the two samples being compared. In the attempt to correct for varying samples, we can compare those 51 schools who reported incomes both in 1978/79 and in 1979/80. Respective mean incomes for this unified sample are $551,298 and $580,181, representing a 5.2 percent increase over the past fiscal year for these 51 schools.

If we closely examine the distribution of income by source (see Table IV-2) it is interesting to note that while average income has increased slightly over previous years, the 1979/80 distribution of that average income has altered somewhat when compared to the previous year's allocations by category (parent, federal, other). It appears that a decline in federal support has been picked up by both the parent institution and by "other" sources of funds. The total amount of federal funds received in 1978/79 was $3,548,196 spread over 36 of the 55 member schools reporting (an average of $64,513 for those 36 schools receiving federal funding). Federal funding accounted for only $2,501,884 in

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*All values have been rounded to the nearest dollar

FIGURE IV-1

FREQUENCY DISTRIBUTION OF TOTAL INCOME FOR
57 ALA ACCREDITED LIBRARY SCHOOLS
(Each + represents one school)

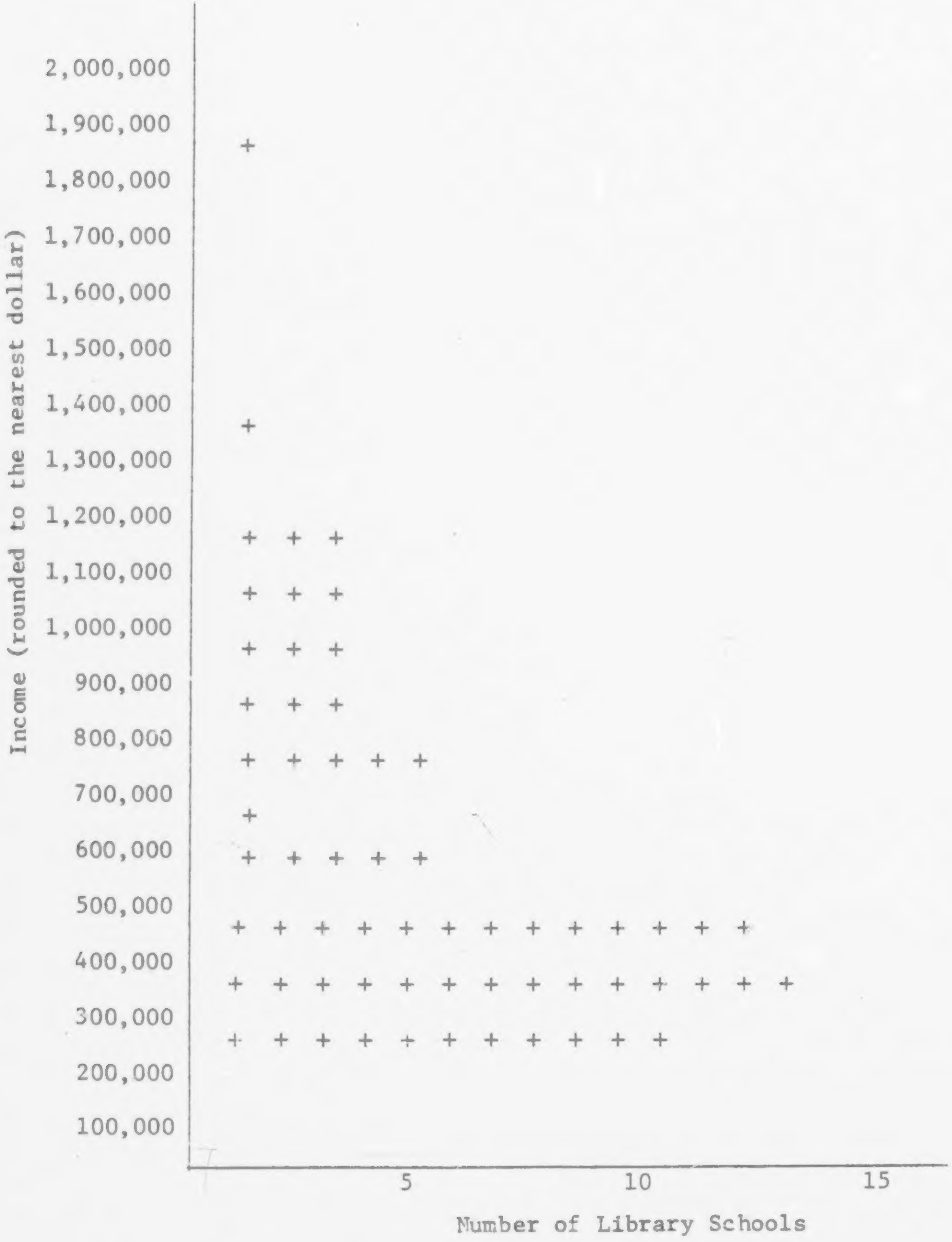

TABLE IV-1

FUNDING LEVELS FOR A FOUR-YEAR PERIOD
1976/77 TO 1979/80
(n = number of schools reporting)

YEAR	n	TOTAL INCOME	AVERAGE INCOME
1976/77	63	$27,332,572	$433,850
1977/78	63	30,315,407	487,197
1978/79	55	29,673,014	539,509
1979/80	57	31,670,4[illegible]6	555,622

TABLE IV-2

SOURCE OF FUNDS: 1976/77 - 1977/78
(n = number of schools reporting)

		PARENT INSTITUTION		FEDERAL FUNDS		OTHER	
YEAR	n	Ave. Amount	% of Total	Ave. Amount	% of Total	Ave. Amount	% of Total
1976/77	63	$388,549	89.56%	$22,479	4.18%	$22,823	5.26%
1977/78	63	$411,622	85,54%	$40,042	8.32%	$29,534	6.14%
1978/79	55	$459,025	85.08%	$64,513	11.96%	$15,836	2.96%
1979/80	57	$486,157	87,50%	$43,892	7.90%	$25,572	4.60%

TABLE IV-3

AVERAGE FEDERAL FUNDING FOR ACTUAL RECIPIENTS
(Excludes those who reported no federal funding)

Year	NUMBER	AVERAGE AMOUNT
1976/77	30/63	$47,205
1977/78	42/63	$60,063
1978/79	36/55	$98,561
1979/80	39/57	$64,149

1979/1980, over one million dollars less than the previous years. That total federal funding was distributed over 39 of the schools (18 receiving no funding) for an average of only $64,149 for those schools. Table IV-3 depicts the rise and fall of federal funding for those member schools actually receiving any funds. The range of federal dollars distributed to any one library school also slipped in comparison to the previous year, with the maximum award being slightly over $325,000 (as compared to over $70,000 the previous year).

If this downward trend in federal funding continues, we may see an attempt to secure compensating income from "other" sources. In general, schools receive money from state agencies and associations; from local, state and national foundations; and as gifts or endowments from individuals (often alumni) or organizations. Some schools generate profits through the sale of publications or sponsorship of institutes, workshops, and other continuing education activities. Only 15 of those 57 member schools reported no income from "other" sources, leaving the others to average $37,374 in "earned" income. One school reported as much as $170,000 of which over $100,000 was generated for publications. Only 5 of the reporting 57 schools claimed total (100 percent) instructional support from their parent institution.

In a previous report it was suggested that an examination of certain categories of the member libraries might show some variations exhibited in terms of funding patterns.* More specifically, it was hypothesized that a significant difference might exist between the mean income of those member schools supporting their library school library collection and that mean income reported by those schools not supporting the library. A second similar research question was posed for those schools with doctoral programs being compared to those who do not have these programs. Table IV-4 reports the number of schools in each category and the resulting mean incomes of those schools. A pair of one-tailed t-Tests for two independent samples (df=55 for both tests) gives strong support for both hypotheses; the mean income of those schools supporting their library is significantly greater than those not supporting, at an $\alpha = .0009$ level, while the mean income of schools offering the doctorate is significantly greater than those not offering the doctorate, at an $\alpha = .0001$ level. The t-Test should only be used when all samples exceed 30 members, but the mean incomes for the various classifications speak for themselves.

TABLE IV-4

MEAN INCOME FOR SCHOOLS
WITH/WITHOUT LIBRARY SUPPORT AND
WITH/WITHOUT DOCTORAL PROGRAM

CATEGORY		MEAN INCOME	VALUE OF t
Support Library	22	$697,630	2.83
No Support	35	$466,360	
Doctoral Program	23	$811,302	6.63
No Doctorate	34	$382,662	

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*James Krikelas (see previous footnote) p. 4.

TABLE IV-5

TOTAL AND AVERAGE EXPENDITURES FOR 57 MEMBER SCHOOLS

1979/80

CATEGORY	AMOUNT	AVERAGE	% OF TOTAL
Salaries & Wages	$23,968,058	$420,492	76.00
Nonsalary Teaching & Admin. Expenses	2,835,036	49,738	9.00
Scholarships & Fellowships	1,981,157	34,757	6.28
Research	903,428	15,850	2.86
Other	888,464	15,587	2.82
Institute, Workshops, Cont. Educ., etc.	385,477	6,762	1.22
Library	421,592	7,396	1.34
Fringe Benefits	150,970	2,649	.48
Total Expenditures	31,534,182	553,231	100.00

EXPENDITURES: TYPES AND AMOUNTS

Total expenditures, with a few exceptions, are identical in amount to total income. For 3 member schools, income slightly exceeded expenditures with the surplus used to offset another year's deficit. The total amount reported for each and the 57-school average are given in TABLE IV-5. The averages reported in that same table must be used with some caution, due to the fact that certain schools reported no expenses in certain categories. In general, the relative amount spent in any single category varies greatly from school to school. In the attempt to describe the relationship between total expenditures and the top three categories of expenditures (salary and wages, non salary teaching and administrative expenses, and scholarships and fellowships which collectively account for 91.28 percent of the total expenditures) a regression analysis was conducted using the data reported by the 57 member schools. For each school, the percentage of the total expenditure was computed for each of the three categories and each percentage was then plotted against that corresponding school's total expenditures. Simple regression analysis was then performed for each of the three matchings of the dependent varialbe (total expenditures) and the independent variables (percentage of total for salary and wages, etc.)

Table IV-5b displays the results of those regression studies. These results indicate a large variation among the 57 member schools in their patterns of expenditure. In short, it is very difficult, if not impossible, to identify any specific level of expected total expenditure given any data regarding percentages of total expenditures accounted for by any of the three categories, taken one at a time, For example, it cannot be said with any degree of certainty that should a specific school have a high percentage of its total total expenditures being disbursed through salaries and wages, then than school will have a corresponding high level of total expenditures (or income as the case may be).

TABLE IV-5b

RESULTS OF SIMPLE REGRESSION ANALYSIS

DEPENDENT VARIABLE	INDEPENDENT VARIABLE	r^2	r^2
Total Expenditures	S & W - % of total	.003	.06
Total Expenditures	Admin. - % of total	.036	.19
Total Expenditures	Schlshp. - % of total	.142	.38

Salaries and wages represent 76 percent of the total expenditures of all member schools, and Table IV-6 depicts the distribution of those salaries and wages amongst the four major categories of personnel. As expected, a very large percentage of the total salary and wages are distributed amongst the faculty.

TABLE IV-6

ALLOCATION OF SALARIES AND WAGES

PERSONNEL CATEGORY	TOTAL SPENT	55 SCHOOL AVERAGE	% OF TOTAL	ACTUAL	
				NO.	AVERAGE
Faculty	$18,525,292	$325,005	78.00	57	$325,005
Specialist*	1,626,554	28,536	6.85	31	52,469
Clerical	2,189,285	38,409	9.22	57	38,409
Students	1,409,845	24,734	5.93	55	26,634

*This includes all staff members who serve in support activities such as librarians, audio-visual specialists, laboratory technicians, administrative assistants, editors, and placement officers.

INCOME AND EXPENDITURES: MEMBER AND ASSOCIATE SCHOOLS

Tables 7 through 10 depict complete figures for all member and associate schools, reporting both total income by source and total expenditures by category. Those schools not reporting data or reporting incomplete data are so noted.

TABLE IV-7

TOTAL INCOME AND SOURCE
MEMBER SCHOOLS
1979-80

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Alabama	$399,444		$18,000	$417,444
Alabama A & M [b]				
Albany	544,030	28,457	1,285	573,722
Alberta [b]				
Arizona	342,618	94,427	54,038	491,082
Atlanta	297,706	80,000		377,706
Brigham Young [b]				
British Columbia [b]				
Buffalo	320,959	54,127		375,086
California, Berkeley	803,438	62,881	31,130	897,449
California, Los Angeles	734,814	29,736	10,798	775,348
Case Western Reserve	775,599	191,433	26,086	993,118
Catholic [b]				
Chicago [b]				
Clarion	357,408		4,000	361,408
Columbia	674,143	31,035	8,222	713,398
Dalhousie	275,991		57,004	332,995
Denver	645,045	39,576		684,621
Drexel [b]				
Emory	428,771		13,974	442,745
Emporia	278,475		4,080	282,555
Florida State	454,468	24,000	3,000	481,468
Geneseo	341,447			341,447
Hawaii	285,078	1,245		286,323
Illinois	665,569	206,591	171,593	1,043,753
Indiana	567,580	5,154	3,000	575,734
Iowa	251,675		22,274	273,949
Kent State	430,665	25,200	13,584	460,449
Kentucky	408,718		11,675	420,393
Long Island	427,001			474,001
Louisiana	280,990			280,990
Maryland	787,152	138,963	99,843	1,025,958
McGill [b]				
Michigan	853,409	99,593	61,972	1,014,974
Minnesota	227,599			227,599
Missouri	484,766	12,023	3,409	500,198
Montreal	467,285	16,000	1,400	484,685
North Carolina	551,750	113,660	40,782	706,192
North Carolina Central	356,020	27,600	10,972	394,592
Northern Illinois	218,434	11,367		229,801
North Texas State	338,686	39,660	14,393	392,719
Oklahoma	277,427			277,427
Peabody	218,809	25,500	22,076	266,484
Pittsburgh [a]	1,459,479	218,347	201,605	1,879,431

TABLE IV-7 (CONTINUED)

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Pratt	$327,945	$12,000	$25,872	365,817
Queens	232,259	42,100		274,359
Rhode Island	317,717		7,380	325,097
Rosary	340,915		10,790	351,705
Rutgers	723,398	81,576	44,078	849,052
St. John's	211,565	9,000	4,000	224,565
San Jose State	362,000		5.250	367,250
Simmons	648,623	94,254	87,549	830,426
South Carolina [b]				
Southern California	440,482	6,916	40,058	487,456
Southern Connecticut St. [c]	365,205		10,000	375,205
South Florida	272,012	17,600	1,965	291,577
Syracuse	546,682	332,209	76,525	955,416
Tennessee	329,808	86,082	8,600	424,490
Texas	693,272	21,781	127,263	506,962
Texas Woman's	379,699	127,263		506,962
Toronto	1,390,164			1,390,164
Washington	398,144	39,300	113,017	550,461
Wayne State [c]				303,321
Western Michigan	350,401	2,688	31,981	385,071
Western Ontario	1,032,522	12,417	11,133	1,056,072
Wisconsin-Madison	659,350	40,083	10,772	710,205
Wisconsin-Milwaukee	357,604		51,526	409,130

[a] Income not equal to expenditures

[b] Data not reported

[c] Data not used in narrative summary

TABLE IV-8

TOTAL INCOME AND SOURCE
ASSOCIATE SCHOOLS
1979/80

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Ball State	$344,730	$17,033		$361,776
Bridgewater [a]				
Central Missouri State [a]				
Indiana State	179,360	6,654		186,014
Kutztown	105,038			105,038
Mississippi	241,933	17,000	2,469	261,402
Nat'l College of Educ. [a]				
N. Carolina-Greensboro	133,970			133,970
Sam Houston	199,856	727		200,583
Shippensburg [a]				
S. Illinois [a]				
S. Mississippi	300,247	37,800		360,781
Spalding	53,088	725		53,813
W. Kentucky	170,019			170,019
W. Maryland [a]				

[a] Data not reported

TABLE IV-9

EXPENDITURES
MEMBER SCHOOLS
1979/80

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES*	TOTAL EXPENDI-TURES
Alabama	339,619	45,425			14,400	18,000		417,444
Alabama A & M [b]								
Albany	531,930	23.757			16,800	1,285		573,722
Alberta [a]								
Arizona	325,882	31,815		77,705	55,562	118		491,082
Atlanta	238,406	16,300	7,000		96,720	19,280		377,706
Brigham Young [b]								
British Columbia [b]								
Buffalo	305,335	33,624			26,100	10,027		375,086
California, Berkeley	668,149	195,008	1,583	23,513	9,196			897,449
California, Los Angeles	687,193	65,756	13,247	2,526	4,400	2,226		775,348
Case Western Reserve	535,727	84,615	6,783	51,240	50,093		264,660	993,118
Catholic [b]								
Chicago [b]								
Clarion	271,000	17,702				5,444	67,262	361,408
Columbia	484,745	89,446			123,952	8,220	7,035	713,398
Dalhousie	275,465	38,280			19,250			332,995
Denver	465,491	37,936			65,540	115,654		684,621
Drexel [b]								
Emory	257,374	16,300	17,048		144,549	7,474		442,745
Emporia	239,755	31,620		3,580	7,100	500		282,555
Florida State	448,168	22,625			8,000		2,800	481,593
Geneseo	245,777	39,347	56,323					341,447
Hawaii	255,073	19,000			2,750	9,500		286,323
Illinois	606,836	81,865		114,164	36,167		73,429	912,461

*most but not all expenses listed in this category pertain to staff or fringe benefits

[a] income does not equal expenditures

[b] data not used in narrative summary

TABLE IV-9 (Cont.)

EXPENDITURES

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES*	TOTAL EXPENDI-TURES
Indiana	474,377	45,207		5,154	50,996			575,734
Iowa	221.889	19,186			10,600	11,584	11,690	273,949
Kent State	301,352	67,395		950	34,462	12,592	52,698	469,449
Kentucky	377,320	30,798		10,000	1,675		600	420,393
Long Island	332,701	26,500		3,000	64,800			427,001
Louisiana	238,177	42,813						280,990
Maryland	758,964	66,089	19,396	91,961	45.139	44,409		1,025,958
McGill[b]								
Michigan	650,649	102,389		1,138	243,945	2,354	14,499	277,599
Minnesota	257,429	16,670			3,500			1,014,974
Missouri	382,782	51,138			12,962		53,316	500,198
Montreal	397,640	33,054		16,000	400		37,591	484,685
North Carolina	646,276	51,444		1,215	7,257			706,192
North Carolina Central	281,175	31,875	27,178	48,600		5,704		394,592
Northern Illinois	205,795	16,993			3,000	4,013		229,801
North Texas State	329,989	21,321	8,365	1,598	26,081		15,810	403,164
Oklahoma	248,127	29,300						277,427
Peabody	180.676	8,745			37,100		39,963	266,484
Pittsburgh[a]	1,290,516	228,474	53,491	211,968	84,280	1,982		1,870,711
Pratt	267,216	83,006		15,595				365,817
Queens	224,955	1,519	5,785		13,100	29,000		274,359
Rhode Island	296,798	20,919				7,380		325,097
Rosary	295,535	26,032			19,348	10,790		351,705
Rutgers	708,438	84,273		1,171	55,170			849,052

*most but not all expenses listed in this category pertain to staff or fringe benefits

[a] income does not equal expenditures

[b] data not used in narrative summary

TABLE IV-9 (Cont.)

EXPENDITURES

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOWSHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES*	TOTAL EXPENDI-TURES
St. John's	189,760	16,805			12,000	6,000		224,565
San Jose State	302,100	37,300	25,700	1,250	900			367,250
Simmons	541,159	36,298	37,389	35,102	73,941	32,766	73,771	830,426
South Carolina[b]								
Southern California	363,615	67,273		10,211	6,930	16,027	23,400	487,456
Southern Connecticut St.	340,572	21,097	3,536		10,000			375,205
South Florida	262,347	11,629		5,000	12,600			291,577
Syracuse	584,476	92,365	11,340	100,085	167,050			955,416
Tennessee	265,231	69,677			89,582		26,231	424,490
Texas	606,587	51,200		700	36,750	400	174	721,958
Texas Woman's	358,740	52,520	2,688	53,530	39,310			506,962
Toronto	1,034,520	275,268	49,393			10,248	103,646	1,372,975
Washington	368,001	20,443			56,326	9,700	95,991	550,461
Wayne State[c]								
Western Michigan	324,648	24,621	14,584		20,218			385,071
Western Ontario	892,787	92,566	69,288	12,417	1,180		8,787	1,077,019
Wisconsin-Madison	601,289	38,790	34,578	3,995	18,150		13,403	710,205
Wisconsin-Milwaukee	312,661	31,723	13,220		51,526			409,130

*most but not all expenses listed in this category pertain to staff or fringe benefits

[a] income does not equal expenditures

[b] data not used in narrative summary

TABLE IV-10

EXPENDITURES
ASSOCIATE SCHOOLS
1979/80

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES	TOTAL EXPENDI-TURES
Ball State	316,233	28,510				17,033		361,776
Bridgewater								
Central Missouri State [a]								
Indiana State	159,484	15,506	5,171	963	1,063	3,349	479	186,015
Kutztown	104,445	593						105,038
Mississippi	193,967	9,815	4,980		7,600	17,000	35,640	269,002
Nat'l College of Educ.[a]								
N. Carolina-Greensboro	125,464	8,516						133,970
Sam Houston	190,310	10,273	9,600					210,183
Shippensburg	130,713	6,800						137,513
S. Illinois [a]								
S. Mississippi	249,783	13,464			37,000	22,734	37,000	360,781
Spalding	35,767	4,292	23,312			442		53,813
W. Kentucky	149,936	5,483	4,000	1,000				170,019
W. Maryland [a]								

[a] Data not reported

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities and the management thereof for the 1979-80 year. Activities which were offered primarily for practicing professionals are reported. Courses or other programming which was primarily taken as part of a degree program are not included. For the purposes of this report, schools which have said that all their courses are available as continuing education are not included.

Of the 69 library and information science education programs holding AALS institutional membership as of January 1, 1981, 63 schools reported to this section of the questionnaire. The reply rate (91 percent) is a six percent increase over the previous year's response. To survey the AALS Associate Member institutions a request for data was sent to each of the 33 schools holding associate membership in AALS in 1980. Responses were received from 13 schools (39 percent)--an approximately 50 percent increase over the previous year's response rate.

Table V-1 lists by school the number of continuing education events offered during the 1979-80 year, the total clock hours of instruction and the total enrollments.

Table V-1

Number of Events, Duration & Enrollment

School	Number of Events	Clock Hours	Enrollment
Alabama	14	246	505
Alabama A & M			
Albany	2	12	122
Arizona	2	27	67
Atlanta	1	10	21
Ball State	1	40	39
Brighman Young	4	17	72

School	Number of Events	Clock Hours	Enrollment
British Columbia	4	72	128
Buffalo	11	30	260
Berkeley	4	36	380
UCLA			
Case Western Reserve	10	134	391
Catholic			
Chicago	1	12	55
Clarion	1	12	46
Columbia	14	117	508
Dalhousie	18	36	
Denver	4	100	180
Drexel	16	139	599
Emory	16	160	810
Emporia	1	10	108
Florida State	4	78	110
Geneseo	2	125	24
Hawaii	4	54	287
Illinois	3	26	220
Indiana	1	7	80
Iowa	16	98	901
Kent	19	57	940
Kentucky	33	202	1101
Long Island	21	54	1015
Louisiana	5	15	228
Maryland	7	196	167
McGill	1	21	18

School	Number of Events	Clock Hours	Enrollment
Michigan	15	148	731
Minnesota	8	224	150
Missouri	14	101	397
Montreal			
North Carolina	1	40	26
North Carolina Central	3		
North Texas			
Northern Illinois	5	16	215
Oklahoma	4	155	35
Peabody Vanderbilt			
Pittsburgh	15	51	239
Pratt	6	60	112
Queens			
Rhode Island	8	57.5	225
Rosary	6	108	213
Rutgars	19	183.5	1484
St. John's	11	18	495
San Jose	5		132
Simmons	10	156	561
South Carolina	10	42	480
Southern California	23	201	910
Southern Connecticut	2	2	160
South Florida	6	40	40
Southern Mississippi	5	68	910
Syracuse	4	30	48
Tennessee	14		

School	Number of Events	Clock Hours	Enrollment
Texas	6	69.5	254
Texas Woman's	9	195.5	391
Toronto	7	61	343
Washington	7	37	721
Wayne State	3	20	375
Western Michigan	7	7	
Western Ontario	1		15
Wisconsin-Madison	26	413	1471
Wisconsin-Milwaukee	2	20	96
TOTALS	502	4667	20611

In summary form, Table V-2 compares the total continuing education activities by type with the total hours of instruction and total enrollments. Fifty-six (88 percent) schools reported a total of 502 continuing education activities occupying 4,667 hours of instruction to a total enrollment of 20,611. This represents a 37 percent increase in the number of offerings over 1978-79; an increase of 8.3 percent in the number of hours of instruction; and an increase of 19 percent in total enrollment. As in 1978-79, more schools used the workshop format than any other; forums were again used by the fewest number of schools.

Table V-2

Summary of Continuing Education Activities
Duration & Enrollment

	No. of Schools Reporting	No. of Events Held	Duration: Total No. Hours	Total Enrollment
Institutes	23	45	1277.5	2720
Seminars	19	33	529.5	1161
Workshops	41	170	1339.5	6688
Conferences	19	29	189	2964

	No. of Schools Reporting	No. of Events Held	Duration: Total No. Hours	Total Enrollment
Forums	6	43	142	1235
Colloquia	19	83	136	3032
Short Courses	19	68	838	1010
Other	5	31	215.5	1801
TOTALS		502	4667	20611

Looking specifically at a comparison of types of activities, one sees in Table V-3 a fairly even distribution of the number offered over the types of activities, with the exception of workshops and to a lesser degree, colloquia. The category of workshops representing 34 percent of the total, is substantially larger than the next highest category being colloquia representing 16 percent of the total. Moreover, almost twice as many schools offered workshops than any other type of continuing education activity.

Table V-3

Types of Continuing Education Instruction

	No. of Schools Reporting	No. Held	Ranges per Institute	Mean No. per Institute	Median No. per Institute
Institutes	23	45	1-8	1.95	1
Seminars	19	33	1-6	1.74	1
Workshops	41	170	1-18	4.15	3
Conferences	19	29	1-5	1.52	1
Forums	6	43	1-22	7.16	3.5
Colloquia	19	83	1-15	4.37	3
Short Courses	19	68	1-10	3.58	2
Other	5	31	2-15	6.2	6

Table V-4, which compares 1978-79 and 1979-80 data, shows a large increase in the number of schools reporting forums, colloquia, and short courses. All other categories remain relatively constant. These comparisons also appear to hold for the total number of activities.

Table V-4

Comparison of 1978-79 and 1979-80

	No. of Schools Reporting		No. of Activities Held	
	1978-79	1979-80	1978-79	1979-80
Institutes	25	23	51	45
Seminars	16	19	38	33
Workshops	42	41	158	170
Conferences	19	19	29	29
Forums	2	6	24	43
Colloquia	4	19	26	83
Short Courses	7	19	18	68
Other	8	5	31	31

Table V-5 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education activity. Institutes occupied the largest single amount of instructional hours. The total number of hours for institutes, 1277.5, ranged from six hours per school to 224 hours. Similar ranges can be seen for the other types of activities with the exception of colloquia, which had a range of 1.5 to 20.

The median number of hours of instruction ranges from 37.50 per institution for institutes to 7.0 per institution for colloquia. For these data for individual schools, refer to Table V-1. In summary, the total average number of hours of instruction per school was 243.8 in 1979-80. This figure shows little change over the 1978-79 amount of 248.9.

Table V-5
Hours of Instruction

	Total Hours	Range	Mean No. of Hours per Institution	Median No. of Hours of Instruction
Institutes	1277.5	6-224	55.5	37.5
Seminars	529.5	4-125	27.9	14.7
Workshops	1339.5	4-136	32.6	27
Conferences	189	6-20	10	9.5
Forums	142	5-121	23.6	8
Colloquia	136	1.5-20	7.1	7
Short Courses	838	7-150	44.1	30
Other	215.5	3-163.5	43	12
			243.8	

Table V-6 provides information on enrollment totals and range, as well as mean and median enrollments per institution. Workshops again showed the high enrollment of 6,688 (32.4 percent) of the total. The total average enrollment per school was 1277.1. This compares with a total average enrollment in 1978-79 of 1538.2. Enrollment totals by individual schools are provided in Table V-1.

Table V-6
Enrollments

	Total Enrollment	Range	Mean Enrollment per Institution	Median Enrollment per Institution
Institutes	2720	6-450	118.2	70
Seminars	1161	15-150	61.1	30
Workshops	6688	17-790	163.1	127
Conferences	2964	46-600	156	115
Forums	1235	70-900	205.8	132.5

	Total Enrollment	Range	Mean Enrollment per Institution	Median Enrollment per Institution
Colloquia	3032	50-500	159.6	150
Short Courses	1010	10-180	53.1	46
Other	1801	120-1079	360.2	160
			1277.1	

Table V-7 gives data on the availability of institutional CEU's by individual school and by continuing education category. Of the schools reporting, 50 indicated that CEU's were available for at least part of their continuing education offerings, while 18 schools said CEU's were unavailable, and 10 schools did not respond or provided unusable data. Although some schools offered CEU credit for a portion only of their instruction, most schools offering such credit appear to do so for the entire range of their continuing education activities.

Table V-7

Availability of CEU's

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Alabama	yes			yes				
Alabama A & M								
Albany	no		yes					
Arizona			no				yes	
Atlanta			yes					
Ball State	yes		no					
Brigham Young								
British Columbia		no	no					
Buffalo	yes		yes					
Berkeley			no	no			yes	
UCLA								
Case Western Reserve	no	no	no			yes		
Catholic								
Chicago								

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Clarion				yes				
Columbia	no	no	no	no	no	no	no	
Dalhousie								
Denver	yes	yes						
Drexel			no	no				
Emory	yes		yes			no		no
Emporia				yes				
Florida State			no					
Geneseo		no						
Hawaii	no	no	no			—		
Illinois			no	yes				
Indiana				yes				
Iowa		no		yes		no	—	
Kent	yes		*yes/no					
Kentucky	yes	yes	yes		no	no	no	
Long Island	no		no			no		no

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Louisiana		yes	yes	no				
Maryland	no		no					
McGill		no						
Michigan	yes	no	yes		no		—	
Minnesota	yes							
Missouri	yes		yes			no		no
Montreal								
North Carolina			yes					
North Carolina Central			—		no			
North Texas								
Northern Illinois	no					no		
Oklahoma	no	no	no			—		
Peabody Vanderbilt								
Pittsburgh		no	no				no	
Pratt		yes						
Queens								

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Rhode Island			yes			no		
Rosary	yes		yes					
Rutgars	no	no	no				yes	yes/no
St. John's		no		yes		no		
San Jose			yes	yes				
Simmons	yes		yes	no			yes	
South Carolina			no			no	yes	
Southern California	yes				yes			
Southern Connecticut						no		
South Florida			—	—				
Southern Mississippi				no		no	no	
Syracuse				—			—	
Tennessee			no			—	no	
Texas		yes	yes				no	
Texas Woman's	no		no			no	no	
Toronto			no					

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Washington		no	no			no		
Wayne State			yes	yes		no		
Western Michigan							—	
Western Ontario			no					
Wisconsin-Madison	yes	yes	yes					yes
Wisconsin-Milwaukee				yes			yes	

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

As shown in Table V-8 and V-9, 20 (29 percent) of the schools limited their programming to geographically proximate areas for at least some continuing education activities. Most schools, however, were interested in attracting a wide geographical audience of participants for at least some of their continuing education activities. Forty-three or nearly 68 percent of the schools reporting have regional or national geographical target groups. Only one school, Atlanta, indicated that its continuing education interests were directed at local audiences only.

Table V-8

Geographical Target Group

	Target Group S			
School	Local	State (Province)	Regional	National
Alabama		x		x
Alabama A & M				
Albany	x		x	
Arizona		x	x	
Atlanta	x			
Ball State			x	
Brigham Young			x	
British Columbia		x		x
Buffalo	x			x
Berkeley		x	x	
UCLA				
Case Western Reserve	x		x	x
Catholic				
Chicago				x
Clarion	x			x
Columbia			x	x
Dalhousie			x	

	Target Group S			
	Local	State (Province)	Regional	National
Denver				x
Drexel			x	
Emory			x	x
Emporia			x	
Florida State		x	x	
Geneseo	x		x	
Hawaii		x		
Illinois		x		x
Indiana				
Iowa		x	x	
Kent		x		
Kentucky	x	x	x	x
Long Island	x		x	
Louisiana State	x	x		
Maryland	x	x		x
McGill				x
Michigan		x	x	x
Minnesota		x		
Missouri	x	x	x	
Montreal				
North Carolina		x		
North Carolina Central			x	x
North Texas				
Northern Illinois			x	
Oklahoma		x		x

	Target Group S			
	Local	State (Province)	Regional	National
Peabody Vanderbilt				
Pittsburgh	x	x		x
Pratt				x
Queens				
Rhode Island		x	x	
Rosary		x		x
Rutgars	x		x	x
St. Johns	x	x		x
San Jose		x	x	
Simmons				x
South Carolina		x		
South Florida		x		
Southern California	x			x
Southern Connecticut		x		
Southern Mississippi		x		x
Syracuse	x	x		
Tennessee	x			
Texas			x	x
Texas Woman's	x		x	
Toronto		x		
Washington	x	x		
Wayne State	x	x	x	
Western Michigan			x	
Western Ontario	x			

	Target Groups			
	Local	State (Province)	Regional	National
Wisconsin-Madison		x	x	x
Wisconsin-Milwaukee	x	x		

Table V-9

Geographical Target Groups

Target Group for Some or All Offerings	No. of Schools
Local only	20
Local and State (Provincial)	31
Local, State (Provincial) and Regional	28
Local, State (Provincial), Regional and National	26
No target group indicated	8

Again there seems to be no single target group at which schools aim their total continuing education program. Fifty (78 percent) indicated no specific priority group beyond that their audiences be professionals.

Table V-10

Library Personnel Target Groups

Target Group	No. of Schools	School
Academic librarians	1	South Carolina
Catalogers	2	Brigham Young, W. Ontario
Children's Specialists	5	Brigham Young, No. Carolina Central, No. Illinois, Pittsburgh, So. Mississippi
Computer Applications	1	Atlanta

Target Group	No. of Schools	School
Managers/Administrators	3	Ball State, British Columbia, McGill
Medical Librarians	1	Pittsburgh
Psychologists	1	No. Illinois
Public Librarians	6	Clarion, Geneseo, Indiana, So. Carolina, W. Michigan, Wisconsin-Madison
Reference & Reading Specialists	2	Brigham Young, Pittsburgh
School Media Specialists	7	Ball State, Florida State, Geneseo, No. Illinois, So. Carolina, Syracuse, Wisconsin-Madison
Technical Services Librarians	2	No. Carolina Central, No. Illinois
Teachers		Ball State, So. Carolina
No specific target group indicated	50	

Forty-two (67 percent) of the schools responding indicated no subject emphasis priority for their continuing education offerings. Of the remaining 21 schools indicating a priority, only two subject areas--management, and automation and computers--were listed by more than four schools. As was true of the 1978-79 data, management again was the single highest, with seven schools listing this subject. As shown in Table V-11, all other subjects, except automation and computers, were listed by two or less schools.

It should be remembered that the data sought by this question related to whether a school had a subject priority for its total program for the year, not whether a school offered a program on a specific topic.

From these data, then, there appears to be no clear consensus among schools on what subject areas (other than management) ought to be priorities in continuing education instruction even though 42 schools indicated some priority.

Table V-11

Subject Emphasis Priority

Subject Emphasis	No. of Schools	School
AACR 2	2	Kent, W. Ontario
Automation and Computers	4	Rosary, Wayne State, Wisconsin-Madison, So. Mississippi
Children's literature and services	2	Texas Woman's, So. Mississippi
Cooperation among School and Public librarians	1	Clarion
Legal Research	1	Texas Woman's
Library Effectiveness	1	Arizona
Management	7	Arizona, Indiana, McGill, Pratt, Rosary, Texas Woman's, Wisconsin-Madison
Mainstreaming	1	Ball State
Multi-Cultural Services	1	Texas Woman's
Networking	2	St. Johns, So. Connecticut
On-line Searching	2	Atlanta, Pittsburgh
Planning	1	Kent
School media	1	Florida State
Statistics	2	Minnesota, No. Carolina Central
Technical Services	1	Rosary
Toxicology	1	Pittsburgh
No priority indicated	42	

Twenty-four (38 percent) of the 63 schools reporting indicated that their continuing education instruction was held exclusively on their own campus. Another 22 schools used on-campus facilities in combination with off-campus facilities and other off-campus locations. Two schools exclusively used off-campus university facilities; seven schools used them in combination with other facilities. Three schools indicated that they employed other modes of delivery: Wisconsin-Madison via an educational telephone network; Kentucky held a teleconference, and Arizona used a video taped program.

Table V-12

Summary of Location of Instruction

	Number of Schools	
Location	Exclusively	In Combination
On-campus	24	22
Off-campus at University's facility	2	7
Off-campus at other location	6	23
Other modes of delivery		3
Educational Telephone Network (Wisconsin-Madison)		1
Teleconference (Kentucky)		1
Video-tape (Arizona)		1
No response (Alabama A & M, UCLA, Catholic, Montreal, North Texas, Peabody Vanderbilt, Queens)		

Table V-13 provides location of instruction information for each school.

Table V-13

Number of Offerings by Location

	Location			
School	On Campus	Off-Campus at University Facility	Off-Campus at other Location	Other Modes of Delivery
Alabama	13			
Alabama A & M				
Albany	2			
Arizona	2		1	1 (video taped)

School	Location			
	On Campus	Off-campus at University Facility	Off-campus at other Location	Other Modes of Delivery
Atlanta	1			
Ball State		1		
Brigham Young	4			
British Columbia			4	
Buffalo	10		1	
Berkeley	4			
UCLA				
Case Western Reserve	4	2	4	
Catholic				
Chicago	1			
Clarion			1	
Columbia	5		9	
Dalhousie	18			
Denver	4			
Drexel	16			
Emory	15		1	
Emporia			1	
Florida State	1		3	
Geneseo			2	
Hawaii	1		3	
Illinois	1	1	1	
Indiana	1			
Iowa	12		4	
Kent	3		16	

	Location			
	On Campus	Off-campus at University Facility	Off-campus at other Location	Other Modes of Delivery
Kentucky	14	1	17	1 (teleconference)
Long Island	21			
Louisiana State	4		1	
Maryland	6	1		
McGill	1			
Michigan	16		2	
Minnesota			8	
Missouri	13		1	
Montreal				
North Carolina			1	
North Carolina Central	3			
North Texas				
Northern Illinois	5			
Oklahoma	2	1	1	
Peabody Vanderbilt				
Pittsburgh	15			
Pratt		6		
Queens				
Rhode Island	6	1	1	
Rosary	6			
Rutgars	14		5	
St. John's	11			
San Jose	5			

	Location			
	On Campus	Off-campus at University Facility	Off-campus at other Location	Other Modes of Delivery
Simmons	10			
South Carolina	3		7	
South Florida	5			
Southern California	23			
Southern Connecticut	2		1	
Southern Mississippi	4			
Syracuse	3		1	
Tennessee	14			
Texas	5		1	
Texas Woman's	9			
Toronto	6		1	
Washington	7			
Wayne State	3			
Western Michigan	1			
Western Ontario	1			
Wisconsin-Madison		4	7	15 (Educational Telephone Network)
Wisconsin-Milwaukee	2			
Total Events	359	20	106	17
Total Schools	52	9	29	3

The responses to the question concerning the financial support of continuing education is provided in Table V-14.

It seems clear that fee income remains the major single source of financial support of the direct costs of continuing education programs. Thirty-four (53 percent) depend upon fee income for at least half of the direct costs and 18 (29 percent) depend upon fee income for almost all direct costs. The number of schools which depend upon the majority of their support from institutional sources more than doubled from 1978-79 (4 schools) to 1979-80 (9 schools). The number of schools which received federal grants in support of any portion of their continuing education activities dropped from nine schools in 1978-79 to six schools in 1979-80, five of which in the latter year received less than 25 percent from federal funds.

Table V-14

Financial Support

Source of Funding	Number of Schools by Percent of Support				
	96-100%	76-95%	51-75%	26-50%	Less than 25%
Institutional	9	3		6	17
Federal Funds	1				5
Fees	18	11	5	6	3
Contracts & Grants (other than federal)			2	1	4
Others			1		3

No response = 8

As Table V-15 shows, a total of 51 (80 percent) schools negotiated compensation for teaching for at least some of their continuing education programs. This method was used much more for compensating outside instructors than for the schools' own faculty. The method used most to compensate the schools' own faculty was by making such instruction a part of their teaching/service load. A total of 27 schools (42 percent) were compensated in this manner.

A variety of methods of compensation was used by many schools. The determining factor in which method was employed appears to be whether or not the instructor was a member of the school's own faculty.

Table V-15

Compensation for Continuing Education Program Faculty

Method of Determining Compensation	School's own Faculty	Outside Instructors	Total
Negotiated	19	32	51
Flat fee	10	16	28
Formula	10	7	15
Part of teaching/service load	27	NA	27
No response			

Table V-16 provides compensation information for each school.

Table V-17 provides information on the sources of faculty for continuing education instruction by individual school.

Table V-16

Compensation for C.E. Instruction

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Alabama		x			x		
Alabama A & M							
Albany		x					
Arizona	x	x					
Atlanta			x				
Ball State					x	x	
Brigham Young					x		
British Columbia				x			x
Buffalo			x	x			
Berkeley	x	x					x
UCLA							
Case Western Reserve				x			x
Catholic							
Chicago	x	x					
Clarion				x			

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Columbia	x	x					
Dalhousie							
Denver	x	x					
Drexel		x			x	x	
Emory		x					x
Emporia		x					x
Florida State		x	x				
Geneseo							x
Hawaii				x		x	
Illinois		x	x	x		x	x
Indiana							x
Iowa		x					x
Kent		x					x
Kentucky		x			x		
Long Island		x					x
Louisiana State							x
Maryland			x	x			x

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
McGill		x					
Michigan	x	x					
Minnesota	x						
Missouri	x			x	x		x
Montreal							
North Carolina	x	x					
North Carolina Central	x	x					
Northern Illinois							
North Texas							
Oklahoma			x	x			
Peabody Vanderbilt							
Pittsburgh	x			x			x
Pratt	x	x					
Queens							
Rhode Island	x	x					
Rosary	x	x					
Rutgers	x	x	x	x		x	x

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
St. Johns				x			x
San Jose	x						
Simmons		x	x				
South Carolina					x		x
Southern California							x
Southern Connecticut		x			x	x	
South Florida							x
Southern Mississippi	x						x
Syracuse		x					x
Tennessee		x					x
Texas	x	x					
Texas Woman's		x		x			x
Toronto			x	x			
Washington			x	x			
Wayne State		x					x
Western Michigan				x	x		x
Western Ontario							

	Negotiated		Flat Fee		Formula		
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Part of Teaching/ Service Load
Wisconsin-Madison	x	x			x	x	
Wisconsin-Milwaukee							x

Table V-17

Faculty for Continuing Education

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Alabama	M	L	N		
Alabama A & M					
Albany	M			M	
Arizona		M			M (Consultants)
Atlanta	M				
Ball State	M	N	L	L	N
Brigham Young	M	N	L	L	
British Columbia	L	L	M		
Buffalo	M	N	L	L	
Berkeley	L	N	N	M	
UCLA					
Case Western Reserve	M			M	
Catholic					

Legend: M = most often; L = least often; N = did not use

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Chicago	M			M	
Clarion	L	N	N	M	
Columbia				M	
Dalhousie	M	L	N	L	
Denver	M	N	N	M	
Drexel	M				
Emory	L	M	N	M	
Emporia	M	M		M	
Florida State	M				
Geneseo	M				
Hawaii	N	L	N	M	M (other visiting faculty)
Illinois	L				M (Specialists)
Indiana	M			M	
Iowa	M	L	N	M	

Legend: M = most often; L = least often; N = did not use

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Kent	M	L	N	L	
Kentucky	M	N	L	M	
Long Island		N	L	M	
Louisiana	M	L	N	M	
Maryland	M	N	N	L	
McGill					M (Management faculty)
Michigan	M	M	M	L	L
Minnesota	M				
Missouri	M	N	L	L	
Montreal					
North Carolina	M		M		
North Carolina Central	M	N	N	M	
North Texas					
Northern Illinois					

Legend: M = most often; L = least often; N = did not use

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Oklahoma	M	N	N	L	
Peabody Vanderbilt					
Pittsburgh	M	L	N	L	
Pratt	M			L	
Queens					
Rhode Island	M		M	M	
Rosary	M	N	L	L	
Rutgars	M	M	L	M	
St. John's	L	N	N	M	
San Jose	M	M			
Simmons	M	L		N	
South Carolina	M			L	M (Story-Teller in Residence)
Southern California	L	N	L	M	
Southern Connecticut	N	N	N	M	
South Florida	M	L			

Legend: M = most often; L = least often; N = did not use

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Southern Mississippi	M	L	N	L	
Syracuse	M	N	N	L	
Tennessee	M	L	L		M (On-line trainers)
Texas	M			M	M (Subject Specialists)
Texas Woman's	L	M	N	M	
Toronto	M			L	
Washington	M		L	M	L (Author)
Wayne State	M		L	L	
Western Michigan	M		L		
Western Ontario					
Wisconsin-Madison	L	L	L	M	
Wisconsin-Milwaukee	M				

Legend: M = most often; L = least often; N = did not use

The largest number of schools reporting used their own faculty for continuing education instruction, as shown in Table V-18. Forty-three (69 percent) schools indicated that they most often used this group; nine schools (14 percent) indicated that they least often used it; and two (3 percent) indicated that they never used their own faculty for this purpose.

Thirteen schools (20 percent) indicated that they least often used visiting library science faculty, while seven (11 percent) indicated the use of other library science faculty most often.

Fourteen (22 percent) have occasionally used other faculty from their own institutions, while only four (6 percent) used other faculty most often. Nineteen (30 percent) indicated that they did not use this category of instructor.

Twenty-five (39 percent) schools used practitioners as a primary source of instruction and 17 (27 percent) used practitioners least often. Nine (14 percent) schools indicated that they used other sources of instruction. These include: consultant (Arizona); other visiting faculty (Hawaii); specialists (Illinois and Texas); management faculty (McGill); story-teller-in-residence (So. Carolina); on-line trainers (Tennessee); and author (Washington).

Table V-18

Summary of Faculty

	Number of Schools		
Source of Instructors	Most Often	Least Often	Did Not Use
Library Science Faculty	43	9	2
Visiting Library Science Faculty	7	13	17
Other Faculty in Institution	4	14	19
Practitioners	25	17	1
Other	7	2	1

As was reported in 1978-79, the use of a coordinator with the school to manage continuing education programs was the largest single method reported for 1979-80, as indicated in Table V-19. Forty-eight (76 percent) of the schools indicated this approach. Twenty (31 percent) schools indicated that a faculty committee was used least occasionally while 13 (20 percent) did not use this category. Nineteen (30 percent) schools used a central university office to assist in continuing education administration; three (4 percent) occasionally used this facility; and 12 (19 percent) did not use.

Sixteen (25 percent) schools indicated various combinations of approaches. The joint use of a coordinator and a faculty committee was employed by six schools: Dalhousie, Denver, Maryland, Simmons, Western Michigan, and Wisconsin-Milwaukee. The combination of a coordinator and a university office of continuing education was used by six schools: British Columbia, Michigan, San Jose, Toronto, Washington, and Southern Mississippi. Drexel, Iowa, Louisiana, Pratt and Rhode Island used most often a combination of a coordinator, faculty committee and university office for continuing education.

Table V-19

Administration and Coordination

Method of Administration and Coordination	Number of Schools		
	Most Often	Least Often	Did Not Use
Library School Coordinator	48	4	1
Faculty Committee	12	8	13
University Office of Continuing Education	19	3	12
Combinations	16		
Other			
Dean (Arizona)	2		
Practitioners (Indiana)	1		
Individual faculty (Berkeley, Wisconsin-Madison)		2	

No Response = 5

Table V-20 provides detailed responses to the management question for each school.

Table V-20

Administration and Coordination

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Alabama	M	N	L	
Alabama A & M				
Albany	M			
Arizona	L	N	M	M (Dean)
Atlanta				
Ball State	M	N	N	N
Brigham Young			M	
British Columbia	M		M	
Buffalo	M	N	N	
Berkeley	N	N	M	L (School faculty)
UCLA				
Case Western Reserve	M			
Catholic				
Chicago	M			
Clarion			M	
Columbia	M			
Dalhousie	M	M		
Denver	M	M	N	
Drexel	M	M	M	
Emory	M	L	N	
Emporia	M			

Legend: M = most often; L = least often; N = did not use

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Florida State			M	
Geneseo	M			
Hawaii	L	N	M	
Illinois	L	L	M	
Indiana	M			M (Practitioners)
Iowa	M	M	M	
Kent	M	L	L	
Kentucky	M	L	N	
Long Island	M			
Louisiana State	M	M	M	
Maryland	M	M		
McGill	M			
Michigan	M		M	
Minnesota			M	
Missouri	L	N	M	
Montreal				
North Carolina		M		
North Carolina Central	M	L	N	
Nothern Illinois		M		
North Texas				
Oklahoma	M	N	N	
Peabody Vanderbilt				
Pittsburgh	M	N	N	

Legend: M = most often; L = least often; N = did not use

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Pratt	M	M	M	
Queens				
Rhode Island	M	M	M	M (Dean)
Rosary	M			
Rutgers	M			
St. Johns	M	L		
San Jose	M		M	
Simmons	M	M		
South Carolina				
Southern California	M	L	N	
Southern Connecticut	M	N	N	
South Florida	M			
Southern Mississippi	M	N	M	
Syracuse	M	N	N	
Tennessee	m			
Texas	M	N	L	
Texas Woman's	M	L	N	
Toronto	M		M	
Washington	M		M	
Wayne State	M			
Western Michigan	M	M		
Western Ontario	M			

Legend: M = most often; L = least often; N = did not use

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Wisconsin-Madison	M			L (Individual faculty)
Wisconsin-Milwaukee	M	M		

Legend: M = most often; L = least often; N = did not use

Associate Member Schools

Approximately four percent (13 schools) of the 34 AALS Associate Member schools responded to the 1979-80 questionnaire on continuing education. This number is twice the response size of the 1978-79 response.

Table V-21 lists by school the number of continuing education events during 1979-80, the clock hours of instruction and total enrollment.

Table V-21

Number of Events, Duration and Enrollment of Associate Member Schools

School	Number of Events	Clock Hours	Enrollment
Bridgewater	2	10	100
Central Missouri			
Indiana State	4	23	350
Kutztown	4	6	102
Mississippi	4	154	96
National College of Education			
No. Carolina - Greensboro	4	45	60
Sam Houston	3	72	34
Shippensburg	3	45	60
So. Illinois			
Spalding			
Western Kentucky	4	16	38
Western Maryland			

In summary form, Table V-22 compares the total continuing education activities by type with the total hours and total enrollment. Of the 13 schools, eight (2 percent) reported a total of 28 continuing education activities occupying 371 hours of instruction with a total enrollment of 996.

Table V-22

Summary of Number of Continuing Education Activities
Duration and Enrollment

Type	No. of Schools	No. of Events	Total Clock Hours	Total Enrollment
Institutes	1	1	20	100
Seminars	2	6	185	111
Workshops	4	11	104	199
Conferences	1	2	4	201
Forums				
Colloquia	2	5	13	325
Short Courses				
Other (course)	1	3	45	60
Totals		28	371	996

Five schools (Bridgewater, Indiana State, Kutztown, Mississippi, and Shippensburg) said that CEU's were not available. Sam Houston reported the availability of CEU's and Western Kentucky awarded them for workshops but not for Conferences.

Table V-23 shows a breakdown of geographical garget groups.

Table V-23

Geographical Target Group

Target Group	Schools
Local only	Bridgewater, Indiana State
Local, State	Indiana State, Mississippi, Western Kentucky
Local, State & Regional	Kutztown, No. Carolina - Greensboro, Sam Houston, Shippensburg

Target Group	Schools
Local, State, Regional & National	
No Response	Central Missouri, National College of Education, So. Illinois, Spalding, Western Maryland

Table V-24 provides a breakdown of personnel target groups. Public librarians and school media personnel constitute the primary target groups for the continuing education programming of the reporting associate schools.

Table V-24

Personnel Target Group

Target Group	Schools
Public Librarians	Bridgewater, Mississippi, No. Carolina - Greensboro, Sam Houston, Shippensburg, Western Kentucky
Public Library Trustees	Mississippi
School Librarians/Media Specialists	Bridgewater, Mississippi, No. Carolina - Greensboro, Sam Houston
No Priority Indicated	Central Missouri, Indiana State, Kutztown, National College of Education, So. Illinois, Spalding, Western Maryland

Table V-25 shows the subject emphasis priorities of the schools reporting. No single subject appears to be the dominant emphasis. Only one subject--young adult literature--was listed by more than a single school.

Table V-25

Subject Emphasis Priority

Subject Emphasis	Schools
Young Adult Literature	Bridgewater, Shippensburg
Storytelling	Bridgewater
Community Analysis	Indiana State

Subject Emphasis	Schools
Public Library Trustees	Mississippi
Educational TV	Mississippi
Children's Services	Shippensburg
Reference	Shippensburg
Organization	Shippensburg
Management	Western Kentucky
No Priority Indicated	Central Missouri, Kutztown, National College of Education, No. Carolina - Greensboro, Sam Houston, So. Illinois, Spalding, Western Maryland

Table V-26 provides information on the location of continuing education instruction. Most schools reporting provided continuing education instruction on their own campuses.

Table V-26

Summary of Location of Instruction

Location	Schools
On-Campus	Bridgewater, Indiana State, Kutztown, Mississippi, No. Carolina - Greensboro, Sam Houston, Western Kentucky
Off-Campus at University Facility	
Off-Campus at Other Locations	Mississippi, Shippensburg, Western Kentucky
Other Modes of Delivery	
No Response	Central Missouri, National College of Education, So. Illinois, Spalding, Western Maryland

Table V-27 presents data relating to financial support of continuing education.

Table V-27

Financial Support

Source of Funding	Number of Schools by Percent of Support				
	96-100%	76-95%	51-75%	26-50%	Less than 25%
Institutional			1		3
Federal Funds	1		2		
Fees	2	1		1	
Contracts & Grants (other than Federal)	1				
Other					
Honorary Funds		1			
Donations					1

No Response = 5

Table V-28 summarizes data on faculty compensation for continuing education instruction. Most schools reporting have such instruction as part of their faculty teaching load.

Table V-28

Compensation for Instruction

Method of Determining Compensation	School's Own Faculty	Outside Instructors
Negotiated	No. Carolina - Greensboro	Bridgewater, Indiana State, Sam Houston
Flat Fee	Mississippi, No. Carolina - Greensboro	Kutztown
Formula		
Part of Teaching/Service Load	Bridgewater, Indiana State, No. Carolina - Greensboro, Sam Houston, Shippensburg, Western Kentucky	

No Response = 5

Table V-29 summarizes data on faculty for continuing education instruction.

Table V-29

Faculty for Continuing Education Instruction

Source of Faculty	Most Often	Least Often	Did Not Use
Library Science Faculty	Bridgewater, Mississippi, No. Carolina-Greensboro, Sam Houston, Shippensburg, Western Kentucky	Indiana State	Kutztown
Visiting Library Science Faculty	Bridgewater, Indiana State, Kutztown, Shippensburg		
Other Faculty in Institution	Indiana State	Bridgewater, No. Carolina-Greensboro	Indiana State, Kutztown
Practitioners	Indiana State	Mississippi	
Others			
Outside Speakers	Bridgewater		

Table V-30 shows data on the administration and coordination of continuing education programs.

Table V-30

Administration and Coordination

Method of Administration & Coordination	Most Often	Least Often	Did Not Use
Library School Coordinator	Indiana State, No. Carolina-Greensboro, Sam Houston, Shippensburg, Western Kentucky	Mississippi	
Faculty Committee	Bridgewater		

Method of Administration & Coordination	Most Often	Least Often	Did Not Use
University Office of Continuing Education	Kutztown, Mississippi		
Other			

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1982

Association of American Library Schools

Library Education Statistical Report

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
LIBRARY EDUCATION STATISTICAL REPORT
1982

471 PARK LANE, STATE COLLEGE, PENN.
ASSOCIATION OF AMERICAN LIBRARY SCHOOLS
JULY, 1982

CONTENTS

Tables iii

Introduction xiii

FACULTY by Russell E. Bidlack F1

STUDENTS by Carol L. Learmont S1

CURRICULUM by Elspeth Pope C1

INCOME AND EXPENDITURES by Thomas R. Kochtanek F1N1

CONTINUING PROFESSIONAL EDUCATION by Timothy W. Sineath CE1

TABLES

Table Number Page Number

FACULTY

I-1: Average Faculty Size, AALS Member Schools F-3

I-2: Variation in Size of Full-Time Faculties among AALS Member Schools F-3

I-3: Male-Female Ratio of Full-Time Faculty, AALS Member Schools F-4

I-4: Changes in Male-Female Ratio of Full-Time Faculty Over Seven Years F-4

I-5: Titles of 69 Heads of AALS Member Library Schools F-5

I-6: Disciplines of the Doctorates of 65 Heads of AALS Member Schools F-6

I-7: Age Categories of 68 Heads of AALS Member Schools F-7

I-7a: Average Salary of Deans and Directors with Fiscal Year Appointments F-8

I-8: Year of Appointment of the Heads of 62 AALS Member Schools F-8

I-9: Faculty Holding Administrative Titles, 1981-82, among AALS Member Schools F-9

I-10: Ratio of New Faculty Appointments to Total Faculty F-10

I-11: Rank and Sex of 65 New Faculty Appointed between January 2, 1981, and January 1, 1982 F-11

I-11a: New Assistant Professors--Academic Year Appointments F-13

Tables

I-12: Distribution of Salaries for 27 New Assistant Professors, 1981-1982 F-13

I-13: Faculty Salaries, 67 AALS Member Schools, 1980-81 and 1981-82 F-14

I-14: Improvement in Average Salaries for Faculty in 69 AALS Member Schools between 1980-81 and 1981-82 F-15

I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools, 1981-82 F-15

I-16: Age Categories (on Jan. 1, 1982) of New Faculty Appointments in 1981-82 among AALS Member Schools F-16

I-17: Ethnic Background of 617 Full-time Faculty (U.S.), in 61 AALS Member Schools, 1981-82 F-17

I-18: Age Categories of Faculty on January 1, 1982, for 68 AALS Member Schools F-18

I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School F-18

I-20: Year of Appointment of Full-time Faculty to Their Present Rank in Their Respective Schools F-19

I-21: Faculty Promotions in AALS Member Schools, 1978-1982 F-20

I-22: Earned Doctorates Held by Faculty in AALS Member Schools on January 1, 1982 F-21

I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools on January 1, 1982 F-22

I-24: Percentage of Faculty Having Earned Doctorates in 69 AALS Member Schools on January 1, 1982 F-23

I-25: Percentage of Tenured Faculty Among AALS Member Schools During Past 6 years F-24

I-26: Percentage of Tenured Faculty Among 69 AALS Member Schools, January 1, 1982 F-24

I-26a: Tenure Status by Rank and Sex Among 69 AALS Member Schools on January 1, 1982 F-25

I-26b: Average and Median Facualty Size by Region Among AALS Member Schools in 1979 and in 1982 F-26

I-26c: Sex of Faculty by Region Among the 69 AALS Member Schools on January 1, 1982 F-26

I-26d: A Comparison by Region of Average Faculty Salaries in 67 AALS Member Schools, January 1, 1982 F-27

I-27: Salaries on January 1, 1982, of 687 Full-time Faculty in 67 AALS Member Schools F-28

I-28: Titles of 16 Heads of AALS Association Member Schools, January 1, 1982 F-33

I-29: Organizational Status of 18 AALS Associate-Member Library Schools, January 1, 1982 F-33

I-30: Full-time Faculty Among 18 AALS Associate-Member Schools, January 1, 1982 F-34

I-31: Rank and Sex of Full-time Faculty in 18 AALS Associate-Member Schools, January 1, 1982 F-34

I-31a: Age Categories of 18 Full-time Heads of AALS Associate-Member Schools, January 1, 1982 F-35

I-32: Year of Appointment of 16 Heads of AALS Associate-Member Schools F-35

I-33: New Faculty Appointments in AALS Associate-Member Schools, 1981-82 F-36

I-34: Faculty Salary Comparisons, AALS Member Schools and Associate-Member Schools, 1981-82 F-37

I-35: Comparisons of Average Faculty Salaries for Males and Females in 18 AALS Associate-Member Schools, 1981-82 F-37

I-36: Age Categories of 82 Full-time Faculty in 18 AALS Associate-Member Schools on January 1, 1982 F-38

I-37: Earned Doctorates Outside Library Science Held by Faculty in 18 AALS Associate-Member Schools, January 1, 1982 F-38

I-38: Year of Initial Full-time Faculty Appointment at Present AALS School Associate-Member of 82 Individuals F-39

I-39: Year of Appointment to Present Rank of 82 Faculty in 18 AALS Associate-Member Schools F-40

I-40: Faculty Salaries, 1981-82, by Rank in $500 Blocks (18 AALS Associate-Member Schools) F-41

I-41: Full-time Faculty in 69 AALS Member Schools, 1980-81 F-44

I-42: Full-time Faculty in 11 AALS Associate-Member Schools, 1980-81 F-46

I-43: Part-time Faculty in 69 AALS Member School, 1980-81 F-47

I-44: Part-time Faculty in 11 AALS Associate-Member Schools, 1980-81 F-51

I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 69 AALS Member Schools in 1980-81 F-52

I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 11 AALS Associate-Member Schools, 1980-81 F-55

I-47: Faculty Replacement Appointments made among 31 AALS Member Schools, 1980-81 F-56

I-47a: Unfilled, Funded, Full-time Faculty Positions in 1980-81 Among 22 AALS Member Schools F-57

I-48: Percentage Value of Fringe Benefits, AALS Member Schools, 1978-79, 1979-80, and 1980-81 F-59

I-49: Support for Faculty Travel in 1980-81 among 69 AALS Member Schools F-62

I-49a: Support for Faculty Travel in 1980-81 among 11 AALS Associate-Member Schools (Table I-50 in prev. ed.) F-66

I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1980-81 F-67

I-52: Support Staff among AALS Member Schools, 1980-81 F-70

I-53: Support Staff among 10 AALS Associate-Member Schools, 1980-81 F-75

I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81 F-77

I-55: Use of Students as Part-time Support Staff among AALS Associate-Member Schools, 1980-81 F-83

STUDENTS

II-1-a: Summary-Member Schools-Student Enrollment by Program and Sex to Determine FTE (Fall Term 1981) S-3

II-1-b: Summary-Assoicate Member Schools-Student Enrollment by Program and Sex to Determine FTE (Fall Term 1981) S-3

II-1-c: Member Schools-Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE S-4

II-1-d: Associate Member Schools-Student Enrollment Fall Term 1981, by Program and Sex to Determine FTE S-19

II-1-e: Member Schools-Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1981) S-22

II-1-f: Associate Member Schools-Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1981) S-22

II-2-a: Member Schools-Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1981) S-23

II-2-b: Associate Member Schools-Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1981) S-26

II-3-a: Summary-Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) S-27

II-3-b: Summary-Associate Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) S-27

II-3-c: Member Schools-Bachelor's Degrees Awarded by Sex and Ethnic Origin (1980-81) S-27

II-3-d: Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) S-28

II-3-e: Associate Member Schools-Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) S-36

II-4-a: Summary-Member Schools-Number of Students by Sex and Ethnic Origin (Fall Term 1981) S-39

II-4-b: Summary-Associate Member Schools-Number of Students by Sex and Ethnic Origin (Fall Term 1981) S-39

II-4-c: Member Schools-Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and permanent resident only) S-40

II-4-d: Associate Member Schools-Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and permanent residents only) S-55

II-5-a: Member Schools-Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, including Foreign Students S-58

II-5-b: Associate Member Schools-Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, including Foreign Students S-61

II-6-a: Summary-Member Schools-Foreign Students Enrolled S-61

II-6-b: Summary-Associate Member Schools-Foreign Students Enrolled, Fall Term 1981 S-61

II-6-c: Member Schools-Number of Foreign Students Enrolled, by Program Level and Sex S-62

II-6-d: Associate Member Schools-Number of Foreign Students Enrolled, Fall Term 1981, by Program Level and Sex S-65

II-7: Countries of Origin (according to the visas) and Number of Foreign Students Enrolled (Fall Term 1981) by Country and Program Level S-66

II-8-a: Summary-Member Schools-Students Enrolled by Age (as of January 1, 1982) and Sex S-69

II-8-b: Summary-Associate Member Schools-Students Enrolled by Age (as of January 1, 1982) and Sex S-69

II-9-a: (Information not requested in this survey)

II-9-b: (Information not requested in this survey)

II-10-a: (Information not requested in this survey)

II-10-b: (Information not requested in this survey)

II-11-a: Member Schools-Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81) S-71

II-11-b: Associate Member Schools-Scholarship Aid Awarded and Accepted by All Graduate Library Science Recipient (Fiscal year 1980-81) S-76

II-12-a: Member Schools-Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) S-78

II-12-b: Associate Member Schools-Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) S-83

II-13-a: Member Schools-Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (full-time for In-State/Province and Out-of-State/Province Students and Tuition per Credit S-85

II-13-b: Associate Member Schools-Total Tuition and Fee Cost, as of January 1, 1982, for Complete Program (full-time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit S-89

CURRICULUM

III-1: Academic Year Division C-1

III-2: Number of Weeks Per Term C-1

III-2-a: Degree Requirements in Hours-Undergraduates C-4

III-2-b: Degree Requirements in Hours-Masters C-5

III-2-c: Degree Requirements in Hours-Post Masters C-6

III-2-d: Degree Requirements in Hours-Doctorate C-7

III-2-e: Degree Requirements for Hours-Joint Program C-7

III-2-f: Degree Requirements for all programs by School C-9

III-3-a: Maximum time, in years to complete degrees C-11

III-3-b: Maximum time for Completion of program C-12

III-3-c: Minimum and maximum times to complete degrees C-13

III-4: Status of Courses after Maximum Time C-15

III-5: Required Course Hours by Number of Hours C-16

III-6: Exemption of Required Courses by Program C-16

III-7: Methods of Exempting required Courses C-16

III-8: Credit Gained Through Exemption of Required Course C-17

III-9: Credit Hours Transferred, by Program C-17

III-10a: Number of Schools by Thesis Requirement C-18

III-10b: Hours of Thesis Credit, by Schools and Programs C-18

III-11a: Number of Schools offering Field Work for Credit C-20

III-11b: Number of Hours of Credit for Field Work C-20

III-12: Special Requirements for Graduation C-21

III-13: Pre-requisites for Entering Program C-22

III-14: Courses Offered Away from Main Campus C-23

III-15: Courses Listed in Catalog, Taught Last Academic Year, by Level C-25

III-16: Courses Cross-Listed with Other Units of Instruction C-27

III-17: Curriculum Changes by Categories (Made During Last Academic Year) C-28

III-18: Curriculum Committee members by Categories C-33

III-19: Curriculum Changes Considered by Category C-33

INCOME AND EXPENDITURES

FIGURE IV-1 Frequency Distribution of Total Income for 69 ALA Accredited Library Schools Fin-2

IV-1: Funding Levels for a Five-Year Period, 1976/77 to 1980/81 Fin 4

IV-2: Source of Funds: 1976/77-1980/81 Fin 4

IV-3: Average Federal Funding for Actual Recipients Fin 4

IV-4: Mean Income for Schools With/Without Library Support and With/Without Doctoral Program, and Private vs. Public Schools Fin 5

IV-5: Total and Average Expenditures for 69 Member Schools, over seven major categories Fin 6

IV-6: Allocation of Salaries and Wages 1980/81 Fin 6

IV-7: Total Income and Source-Member Schools 1980/81 Fin 7

IV-8: Total Income and Source-Associate Schools 1980/81 Fin 8

IV-9: Expenditures-Member Schools 1980/81 Fin 9

IV-10: Expenditures-Associate Schools 1980/81 Fin 12

CONTINUING EDUCATION

V-1: Duration, Enrollment, and Number of Continuing Education Events in 69 AALS Member Schools 1980-81 CE-1

V-2: Duration, Enrollment, and Number of Continuing Education Events in AALS Member Schools, 1980-81-Summary CE-5

V-3: Number of Continuing Education Events by Type of Activity In AALS Member Schools, 1980-81- Summary CE-5

V-4: Number of Continuing Education Events by Type of Activity in AALS Member Schools - 1978-79, 1979-80, 1980-81 CE-6

V-5: Number of Hours of Continuing Education Instruction by Type of Activity in AALS Member Schools, 1980-81-Summary CE-7

V-6: Continuing Education Enrollments by Type of Activity in AALS Member Schools, 1980-81-Summary CE-8

V-7: Availability of CEU's by Type of Activity in 69 AALS Member Schools, 1980-81 CE-9

V-8: Georgraphical Target Groups for Continuing Education Activities in 69 AALS Member Schools, 1980-81 CE-13

V-9: Georgraphic Target Groups for Continuing Education Activities in AALS Member Schools, 1980-81-Summary CE-16

V-10: Personnel Target Groups for Continuing Education Activities in AALS Member Schools, 1980-81-Summary CE-16

V-11: Subject Emphasis Priority for Continuing Education Activities in AALS Member Schools, 1980-81-Summary CE-17

V-12: Location of Continuing Education Instruction in AALS Member Schools, 1980-81-Summary CE-18

V-13: Number of Continuing Education Offerings by Location for 69 AALS Member Schools, 1980-81 CE-18

V-14: Sources of Financial Support for Continuing Education in AALS Member Schools, 1980-81-Summary CE-22

V-15: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1980-81-Summary CE-23

V-16: Methods of Determining Compensation for Continuing Education Program Faculty in 69 AALS Member Schools, 1980-81 CE-24

V-17: Source of Faculty used for Continuing Education Activities in AALS Member Schools, 1980-81-Summary CE-28

V-18: Source of Faculty used for Continuing Ecucation Activities in 69 AALS Member Schools, 1980-81 CE-29

V-19: Methods of Administration and Coordination of Continuing Education Activities in AALS Member Schools, 1980-81-Summary CE-33

V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81 CE-33

V-21: Duration, Enrollment and Number of Continuing Education Events of Associate-Member Schools, 1980-81 CE-37

V-22: Duration, Enrollment and Number of Continuing Education Events of Associate-Member Schools, 1980-81-Summary CE-38

V-23: Georgraphical Target Group for Continuing Education Activities for AALS Associate-Member Schools, 1980-81 CE-39

V-24: Personnel Target Group for Continuing Education Activities For AALS Associate-Member Schools, 1980-81 CE-39

V-25: Subject Emphasis Priority for Continuing Education Activities for Associate-Member Schools, 1980-81 CE-40

V-26: Location of Continuing Education Instruction in AALS Associate-Member Schools, 1980-81 CE-40

V-27: Financial Support for Continuing Education Activities in AALS Associate-Member Schools, 1980-81 CE-41

V-28: Methods of Determining Compensation for Continuing Education Program Faculty for AALS Associate-Member Schools, 1980-81 CE-41

V-29: Source of Faculty used for Continuing Education Activities in AALS Associate-Member Schools, 1980-81 CE-42

V-30: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Associate-Member Schools, 1980-81 CE-43

INTRODUCTION

by

Gary R. Purcell

This volume is the third annual report of library education statistics, compiled by the Association of American Library Schools (AALS). It is a continuation of the project which began with the publication of the first report published in 1980. The purpose of the project is to compile, analyze, and report statistical information about graduate library education programs which are AALS member or associate-member schools. A brief history of the development of the project is provided in the 1980 volume, so it will not be repeated here. However, a comment about the future of the project is in order. The publication of the third annual compilation of data indicates the continuing commitment which the Association of American Library Schools has to this project and further indicates that the mechanism for implementing it has proved to be viable. The information made available through the annual report on library education statistics has been well received and has, from numerous reports, proved to be quite useful. For these reasons, AALS will continue to sponsor this series of annual statistical reports.

The statistical information in this volume was collected, tabulated, and reported by members of the AALS Library Education Statistics Committee, with the invaluable assistance of Janet Phillips, AALS Executive Secretary. In addition, Mrs. Elizabeth Clark, Admissions Secretary at the School of Library Science, University of Michigan was responsible for typing or supervising the typing of most of the final copy of the report and the Committee is grateful to her for her assistance.

The 1982 report is arranged in the same pattern as the reports for 1980 and 1981. It is divided into five sections. Each of these sections is listed below, followed by the name and the institutional affiliation of the member of the Committee who authored the section.

1) Faculty-Russell E. Bidlack, Michigan

2) Students-Carol L. Learmont, Columbia

3) Curriculum-Elspeth Pope, South Carolina

4) Income and Expenditures-Thomas R. Kochtanek, Missouri

5) Continuing Professional Education-Timothy Sineath, Kentucky

Variation in format and style can be attributed to the different topics and the fact that each section was written by a different author. However, all questions from which the data were derived were considered and approved by the Committee as a whole. The pages in each section are numbered separately, with the page numbers preceded by an alphabetical designation which corresponds to the topic of the section. The tables are also numbered separately for each section. Roman numerals are used to designate the section numbers and Arabic numerals the table number.

With each annual questionnaire, the Library Education Statistics Committee has asked for feedback from users and from participating schools. In addition, the Committee has met twice yearly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerned with this project. Consequently, some changes have been made each year. For example, last year accessiblity to the information was improved with the addition of a table of tables and by use of colored sheets to separate the major sections. Questions have been modified, deferred to a later year, or dropped entirely as a result of this continuing evaluation. However, the Committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of this project is to build a data base which will allow for a comparison over a period of time as well as the inevitable yearly comparisons among schools.

The pattern established in the first year of data collection has been continued. Data for this report were collected through two questionnaires. The first, sent directly to library school deans and directors by Russell Bidlack (Michigan), requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the portion of this section which deals with salaries. Data for the second part of the faculty section and the remainder of the report were collected through a more extensive questionnaire sent from the AALS Executive Secretary. In the remainder of the report, individual schools are identified as deemed appropriate by the author of that section of the report.

For the first time the response to the questionnaire was 100 percent from the AALS member schools. All 69 member schools responded to both sets of questionnaires. However, the responding schools differed slightly from last year because the University of Mississippi gained accreditation and thus became eligible for AALS member institution status and Alabama A and M was dropped from the list of accredited schools compiled by the American Library Association and was added to the list of associate member schools. The number of responses reported for individual sections or for specific questions is sometimes lower than the total response to the questionnaire. This is due to some questionnaires containing incomplete, irreconcilable, or otherwise unusable information.

With this volume, the Association of American Library Schools will continue its policy of distributing one copy of this report without charge to all schools which participated in the study by submitting a completed questionnaire. A nominal charge is made for other schools and for other institutions or individuals interested in obtaining copies of the report. As with past practice, the expense of tabulating and analyzing the data and the writing of the report was borne by the five participating schools and/or the authors of each section. The cost of reproducing and distributing the report was borne by the Association of American Library Schools. The cost of compiling the data included on the questionnaires submitted by each school was borne by the individual reporting schools, and the Committee would like to thank the responsible persons in each school for the time spent to complete the questionnaires each year. Without the many hours of work by these individuals and by members of the Committee, it would not be possible for this report to be prepared.

Special acknowledgement should be made in this year's report to Carol Learmont and to Columbia University. Professor Learmont has been responsible for the student section of the report for three years and this year will be her last on the Committee. The student section is particularly demanding because of the extensive number of categories in the various tables which comprise this section. Members of the Committee are very grateful to Professor Learmont for the dedication which she has given to this project and wish to thank her for her valuable assistance. It should also be noted that the author of this introduction will also be leaving the Committee this year. The experience of serving as chairperson of the committee for the past several years has been a positive and satisfying professional experience.

In the introduction to the report last year, the reader's attention was called to data extracted from each of the five sections, which in this writer's opinion was likely to be of special interest. The comments were brief, with little editorial comment, and were intended to "whet the interest" of the reader to examine the report more closely. This year the introduction will include a similar section, but will extend the time period to cover the previous years of data collection by the Committee. Data will be compared over a period of time in an effort to discern any trends during the years in which the information was collected. The categories used for these comparisons do not cover all of the data elements in the report, but rather, are selected based on the subjective judgment of the author.

FACULTY: This section of the report contains a great deal of information, and so only a small part has been selected for analysis in this introduction. The section is divided into two parts. Data included in part 1 were collected by Russell Bidlack for several years prior to the initiation of the AALS sponsored project. Thus, it is possible to compare some data categories for more than three years.

Faculty Size: The first year data on faculty size were compiled by Dean Bidlack for 1973-74. At that time, the only schools contacted were those accredited by the American Library Association (identified throughout the report as AALS member schools). For that year, 53 schools responded and reported an average full-time faculty size of 11.6. In subsequent years, the number of member schools has increased to 69 and the average full-time faculty size has dropped to 10.23 for 1981-82. This is a decrease of 1,43 in the average full-time faculty. The period of time when the sharpest decrease occurred in the average size of the full-time faculty was from 1973-74 to 1977-78. Following this there was a relatively stable period for about three years during which time virtually no decrease occurred. Beginning with 1980-81, a decrease of approximately .2 full time faculty was posted for each of the subsequent years.

The decrease in full-time faculty positions might be accounted for in at least two ways. One possible explanation is that the increase in AALS Member Schools has occurred largely with the accreditation of new schools with a full-time faculty smaller than the average. However, too few new schools have been accredited to account for this. Another explanation, documented from these reports, is that there has been a decrease in the number of faculty positions in several schools. For example, in January 1980, 12 schools had a faculty size of 15 or more. In January 1982, that number had dropped to 7 or less.

Additional data demonstrates this decrease in another way. The number of accredited schools has increased by 2 since 1980, but the number of faculty positions has decreased in this period from 714 to 706. This is a sharp drop from the all-time high of 722 reached during 1981. It appears to be a reversal of the trend toward a steady increase in the number of full-time faculty positions evident since 1975-76. It appears that the declining enrollments, and perhaps other factors have taken their toll on full-time faculty positions. The impact of this has not been evenly divided among the AALS member schools with some experiencing a greater decline than others. Although it is risky to predict the future, it seems quite likely that the decline will continue, at least for the short term. The impact of this decline on the quality of library education can only be negative.

Ratio of Female to Male Faculty Members: Data on this topic are available from 1975-76 until 1981-82 and a comparison of these years shows only a modest increase in the percentage of full-time faculty members who are female. That increase has moved from 41.5 percent to 43.2 percent. However, there has been a sharp increase during that time in the percentage of female assistant professors. The percentage has jumped from 46 percent in 1975-76 to 57.2 percent in 1981-82. This indicates more active recruitment of females into doctoral programs and into full-time faculty positions. However, data for the current reporting year do not show a continuation of this trend. For example, for 1980-81, 20 of the 30 new appointments at the assistant professor level were female, while in 1981-82 only 16 of 29 were female.

The percentage of females who are at the rank of professor and those who serve as deans or directors has also increased, as have the actual numbers. Only at the associate professor level has there been a decrease (from 45.7 percent to 40.6 percent). The reason for this is not evident from the data, but as Dean Bidlack notes, this is the level at which appointment or promotion often involves a decision on tenure, and thus could reflect a decrease in female faculty members receiving tenure. However, there might be other explanations as well.

Faculty Salaries: Salary improvement from 1980-81 varied considerably by rank and position among full-time faculty in AALS member schools. The most dramatic increase for the year was a 29.7 percent increase for deans and directors who hold an academic year appointment. However, most of the increases in salaries which can be observed within the categories are more modest, with a range from 7.6 percent for assistant professor with an academic year appointment to 15.3 percent for associate professors with a fiscal year appointment.

Salary improvement for deans and directors is reported separately, thus allowing comparisons to be made. The salary data for deans and directors show that 4 deans or directors received salaries of $60,000 or more for fiscal year 1981-82. This is the first year the $60,000 figure has been reached or exceeded. Salary improvement data for deans and directors from 1975-76 to 1981-82 show that the 55 deans and directors in 1975-76 with fiscal year appointments had an average salary of $31,395 and in 1981-82, the 61 who held a fiscal year appointment had an average salary of $45,653. This is an increase of 45.4 percent for the period. This percentage, which exceeds that of teaching faculty suggest that the schools have found it necessary to compete more actively for persons to serve as deans. A category of particular interest when making salary comparisons is the comparison of the beginning salaries of new assistant professors. This reflects the going rate for new persons recruited to library education. The average beginning salary for the 22 new assistant professors in 1976-77 was $15,102. The average for the 22 new assistant professors in 1981-82 was $20,509. This is an increase of almost 36 percent in the six year period. One implication of this trend is that persons employed during 1976-77, if receiving salary improvement at the average level, have barely kept pace with the salary increase for beginning positions.

Support for Travel: The faculty section reports AALS member schools have increased the average expenditures for travel from $3,985 in 1978-79 to $5,467 in 1980-81. No doubt this is related to the dramatic increase in the cost of travel during that period of time. However, the size of the increase reflects the maintenance of a strong committment to travel on the part of the schools during a time when budgets are being cut or at least leveling off.

STUDENTS

Student Enrollment: Student enrollment data available for comparison purposes from the AALS report are for fall term 1979 through fall term 1981. The aggregate enrollment data are somewhat misleading in one respect in that this is the first year all member schools have reported enrollment data. In the two previous years, four schools each year did not report in this section, and of course new schools have become eligible to be member schools. Taking this into consideration, a comparison between 1979 and 1981 enrollment data nevertheless shows a definite decrease in enrollment for the master's level of instruction. In 1979, 63 schools reported a master's level enrollment of 9,180 persons or 6,233.69 FTE. In 1981, 69 schools reported a total enrollment of 8,868 persons or 5,819.71 FTE. Discounting the increase in the number of schools reporting, which if equalized, would account for an even greater change, the decrease is 6.6 percent.

The number of doctoral students and post-master's students has changed only slightly during the same time period. In 1979, 25 programs had 518 persons (312.17 FTE) enrolled in doctoral programs and in 1981, 492 persons (304.14 FTE) enrolled. The post-master's degree programs had fewer persons enrolled, but similarly slight decreases. One explanation for this is that doctoral students and post-master's students are enrolled for a longer duration, hence the numbers are less subject to short term change. Also, many doctoral students do not plan to teach, and thus their numbers would be less likely to fluctuate as a result of a perceived decrease in available teaching positions.

Degrees Awarded: The number of degrees awarded at the master's level has decreased during the past several years. Data collected by the American Library Association Office for Personnel Resources indicates that for 53 AALS member institutions for the 1976-77 academic year, 5,498 master's degrees were awarded. AALS data shows that the number of degrees awarded by the 59 reporting schools in 1979 was 4,804. In 1981, 69 reporting schools awarded 4,717. Even with a substantial increase in the number of reporting schools over this time period, there has been a substantial decrease (14 percent) in the number of degrees awarded.

Foreign Students Enrolled: During the past two years there has been a slight increase in the number of foreign students enrolled in master's programs in AALS member schools. In 1979, among the 58 reporting schools, there were 389 and in 1981 for 56 schools reporting there were 431. It is interesting to note that with 2 fewer schools reporting, there was an increase of 42 foreign students in master's level programs or an increase of 10.8 percent.

Tuition and Fee Cost of a Degree: Because of the wide variation of tuition and fees, it is impossible to arrive at a meaningful average cost for obtaining a degree. However, it is possible to report the range for in-state/province students during 1979 started with a low of $506 to a high of $7,775. In 1981, the low end of the range dropped (due to inclusion of an AALS member school not included in 1979), with the low reported at $431 and the high reproted at $10,300. In 1981, the highest four schools reported the minimum cost of a degree to be $10,300, $8,424, $8,200 and $7,325. This steady increase in the cost of tuition, not met by an equivalent increase in entry level salaries for graduates has almost certainly had a major impact on the enrollment figures reported above.

CURRICULUM: The two aspects of the section on curriculum noted in the introduction last year were: a) the number of hours required for the completion of the master's degree, and; b) the availability of field work in the library school curriculum. These will be discussed again this year along with another category, e.g. the number of credit hours which each student must take in required courses.

Among member schools, the range of credit hours required for completion of the master's degree for 1981-82 was 27 to 72 hours (converted to semester hours). During 1979-80, the range was from 27 to 60 hours. During both of these reporting years, the modal number of hours required was 36, and in 1981-82, nearly 77 percent of the schools required that number of semester hours (or its equivalent in quarter hours). The increase in the upper end of the range reflects the increase in program length. In this year's report there are 13 schools which require 38 semester hours or more. This appears to show a trend toward an increase in the time required for the completion of the master's degree.

The question of required field work as part of the master's program has shown no change since the first report issued two years ago. Although there have been changes in the composition of the list of member schools, the schools which had field work available then have it available now.

Although it has not changed appreciably during the period for which data have been collected, one area where there is a significant difference among the AALS member schools is in the number of hours of required courses which must be taken to complete the degree. This is distinguished from the previous discussion of required hours in that this refers to required courses such as the "core" which many schools have. The question asked by the schools to obtain this information was "How many hours must be taken by all students in required course work?" The response varied from one school which indicated a minimum of 1 course hour required of all students to a total of two schools which indicated a maximum of 36 required hours. The modal number of required hours was 12, with 14 of the schools requiring this number. However, schools are found along the full spectrum. The great variation in the number of required courses among the schools demonstrates a rather wide variation in the judgment of library school faculties about the value of specific courses or combinations of courses for preparation for a career in this field.

CONTINUING EDUCATION: As noted in the introduction last year, the AALS member schools report a sizeable amount of activity in the area of continuing education. The level of activity apparently is increasing, at least as evidenced by the number of continuing education programs sponsored by the member schools. Although the previous two year's reports have fewer schools reporting, thus making comparisons subject to question, the increase in the number of schools which engaged in continuing education activities from 1978-79 to 1980-81 exceeds any increase which could be attributed to an increase in the number of schools reporting. The total number of activities reported in 1978-79 was 375 whereas in 1980-81 it was 624. This increase in activities is probably accounted for by a combination of a) more schools reporting, b) better reporting and record keeping, and c) increased activity. The data do not allow one to determine which of these is most responsible.

A similar situation exists for the total number of enrollments. For 1978-79 the total was 17,302 for the 57 member schools which reported continuing education activity. In 1979-80, the total number of enrollments was 20, 611, and in 1980-81 the number had increased to 23,303. Again, the same three possible explanations can be given for this change. In the future, if this report receives a full response from all of the schools, it can be ascertained to what extent the increase is due to an actual increase in continuing education activity.

INCOME AND EXPENDITURES: Great variations exist among the AALS member schools in terms of the source and amount of income and expenditures. There is no "barometer" which can be used to measure the income and expenditures of the schools, but perhaps the one which comes the closest is the funding received from the parent institution. This figure reflects the level of support or commitment of the parent institution to the program, and thus, to some extent is a measure which can be used for comparative purposes.

Data are available which indicate the average amount of support from parent institutions for 1976-77 through 1980-81. During this period, the average amount of local institutional support has increased from $388,549 to $500,008. The percentage of local institutional support as a fraction of total support for the schools represented by these figures has remained very nearly the same. In 1976-77 it represented 89.56 percent of the total and in 1980-81 it represented 88.67 percent of the total.

The range apparent in the local institutional support is quite wide. For

1980-81 it goes from a low of $218,143 to a high of $1,612,293. This range represents an increase from that of 1978-79 where the low was $120,110 to $1,370,582. Additional sources of income have been drawn in more successfully by some schools than by others. These additional sources of revenue in some cases have dramatically increased the funds available to the institution. Although outside funds, particularly funds from federal, state, or provincial governments have seemingly become more limited, some schools have posted dramatic increases in the amount of outside funding from these sources in the years covered in this comparison. For example, one school increased its federal funding from $302,905 in 1978-79 to $804,314 in 1980-81. Due in part to increased funding from outside sources, the number of schools which have revenue exceeding $1,000,000 has jumped from 3 in 1978-79 to 8 in 1980-81. Interestingly, the highest total income for the three years involved in the comparison was for the University of Pittsburgh, during 1978-79. The total revenue received by that school from all sources that year was $2,007,754.

The report on income and expenditures continues to point out some interesting comparative information about the schools. The data for 1978-79 show that those schools which have doctoral programs have budgets which are nearly double those without the doctoral program. This pattern continued to exist for the year 1980-81, although the amounts had increased. The current year's report notes a difference between public and privately supported schools. It notes that on the average private schools have significantly larger budgets than their public counterparts. The finding about the difference in funding levels between doctoral and non-doctoral programs is surprising largely in the magnitude of the difference. However, even more surprising is the fact that the mean income of private institutions is greater than that of publicly supported institutions. This finding will be worth watching over the next several years to see if the trend moves in one direction or another, e.g., if the gap narrows or increases between the two.

CONCLUSION: This has been a brief analysis of some of the data contained in the first three annual Library Education Statistical Reports. The existence of a quantitative data base now provides library educators and others with an interest a basis for establishing a time series for certain data categories, thus enabling measurement of the extent and rate of change which can be found to exist. Based on this brief examination, it would appear to this writer that the sections of the report in which the greatest amount of change can be found to exist are faculty, and finance, with continuing education and students showing less activity, and curriculum least of all.

This analysis has been an attempt to demonstrate some of the trends which can be observed from the time series available as a result of the statistics project. It is the earnest hope of the members of the Committee that additional use of the information reported here will be made in order that an increased understanding of the characteristics of library education will occur.

Faculty

by Russell E. Bidlack

The faculty section of this report is in two parts. Part I has been compiled from data provided the writer on a confidential basis by the dean or director of each of the 69 library schools having full membership in the Association of American Library Schools on January 1, 1982. These are the same 69 schools whose programs leading to the first professional degree in librarianship were on the accredited list of the American Library Association on January 1, 1982. Also included in Part I (beginning on page F-32) is a compilation of similar data provided by 18 of the 31 library schools listed as associate members of the AALS in its 1981 directory. Associate membership in AALS is available to academic units (schools, divisions, departments, programs, etc.) that do not appear on the American Library Association's accredited list but that offer "a graduate degree in librarianship or cognate field." (Article II, Section 5 of the AALS Bylaws)

Part II of the faculty section of this report (beginning on page F-43) is based upon information provided by the same 69 AALS member schools and of the AALS associate-member schools in response to the faculty section of the general questionnaire prepared by the Association of American Library Schools.

Readers should note that Part I of the faculty section is based upon the situation in library schools on January 1, 1982. Part II is based on information provided for the fiscal year 1980-81 (July 1, 1980, to June 30, 1981). In gathering data for Part I, confidentiality was assured by the writer to each dean and director because the questions pertained to salary, sex, race, age, etc. of individual faculty members. No school is, therefore, identified with specific data. Confidentiality was not promised, however, in relationship to the AALS questionnaire, so in Part II of the faculty section schools are identified.

Part I:

This is the writer's ninth survey of faculty salaries and related data pertaining to library education. Data were contributed by the executive officers of each of the 69 library schools appearing on the ALA accredited list dated October 1981. This is the same number of schools with accredited programs as were reported last year, but there was one deletion and one addition. Alabama A & M University was dropped from the accredited list while the University of Mississippi was added. Although the library education program at the University of North Carolina at Greensboro was accredited by ALA in 1982, this came after the January 1 date on which this survey has been based. Throughout this report, these 69 schools will be referred to as the "AALS member schools."

This is the third year that the AALS associate institutional member schools were invited to participate in this study. The writer sent the questionnaire for Part I to the 31 associate member schools listed in the Summer 1981 issue of the *Journal of Education for Librarianship* (Vol. 22, No.1). Responses were received from 18.

Once again, the writer expresses his deep appreciation to each of the deans and directors who so generously responded with the submission of these sensitive data.

There was no change in the request for data this year over that of last year. Again the deans and directors (this is the term that will be used throughout this report to identify the schools' executive officers) were asked to provide the following for each full-time faculty member, including the dean or director, present on January 1, 1982: title and/or academic rank, annual salary rate, whether fiscal or academic year appointment, whether or not tenured, sex, highest degree earned, discipline of highest degree, ethnic origin (except Canadian schools), age category (by five-year groupings), year of appointment to full-time faculty, and year of appointment to present rank.

Deans and directors were requested not to include fringe benefits as part of the salary figure nor to add summer teaching salaries except where these are part of a fiscal-year salary. Faculty members on sabbatical leave on January 1, 1982, were to be included only if their full salaries were being paid by their institution during their leave.

The 69 AALS member schools included in this report are: Alabama; Alberta; Arizona; Atlanta; Ball State; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Emporia Kansas State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Mississippi; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; SUNY, Geneseo; North Carolina; North Carolina Central; Northern Illinois; North Texas State; Oklahoma; George Peabody; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Michigan; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

As in the past, two schools declined to provide complete faculty data because of institutional policy. Salary figures were not reported by Brigham Young and Chicago. Chicago also declined to provide ethnic origin and age category.

The full-time faculty, including the deans and directors, belonging to these 69 AALS member schools on January 1, 1982, totaled 706. This figure does not include unfilled positions. Salary figures were provided for 687 of these individuals (i.e., all except those at Brigham Young and Chicago). The number of faculty in each of these 69 schools varied from a low of 5 to a high of 19, for an average faculty size of 10.23. This represents a reduction of .23 from last year's average of 10.46, while, as noted earlier, the list of 69 schools differs only slightly from last year's.

The average size of the full-time faculty among AALS member schools in 1973-74 was 11.66. There has thus been a decrease of 1.43 in this average over the past 9 years. The following table provides a comparison of the average faculty size among AALS member schools over this 9-year period.

TABLE I-1: Average Faculty Size, AALS Member Schools, 1973-74 to 1981-82

Year	Number of Schools	Average Size of Full-time Faculty
1973-74	53	11.66
1974-75	59	11.32
1975-76	62	11.24
1976-77	64	11.05
1977-78	64	10.69
1978-79	67	10.67
1979-80	67	10.66
1980-81	69	10.46
1981-82	69	10.23

The following table shows the variation in the size of full-time faculties among the 69 AALS member schools on January 1, 1982. As in 1981, it is of interest to note that in over one-half of the schools (36) the full-time faculty, including the dean or director, numbered 9 or fewer.

TABLE I-2: Variation in Size of Full-time Faculties among AALS Member Schools, January 1, 1982

Number of Full-time Faculty	Number of Schools	Percentage of Total (69)
5	1	1.45
6	3	4.35
7	11	15.94
8	10	14.49
9	11	15.94
10	7	10.14
11	6	8.7
12	4	5.8
13	4	5.8
14	5	7.25
15	2	2.9
16	0	-
17	1	1.45
18	2	2.9
19	2	2.9

Of the 706 full-time faculty, including deans and directors, on January 1, 1982, among the 69 AALS member schools, 401 (56.8 percent) were males while 305 (43.2 percent) were females. This represents a shift of 1.5 percent in favor of women from last year when 58.3 percent were males and 41.7 percent were females. This is actually the first time in the seven years that data on sex have been collected that women have made an appreciable gain, as the following table indicates.

TABLE I-3: Male-Female Ratio of Full-time Faculty, AALS Member Schools, 1976-82

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1975-76	62	697	58.5	41.5
1976-77	64	707	59	41
1977-78	64	684	59.2	40.8
1978-79	67	715	58.6	41.4
1979-80	67	714	58.8	41.2
1980-81	69	722	58.3	41.7
1981-82	69	706	56.8	43.2

The table below shows the 1981-82 male-female ratio according to faculty rank in contrast to the ratio 7 years ago (1975-76). Because the number of ALA-accredited programs has changed during this 7-year period, it is the percentage rather than the actual number in each rank that is of primary interest. It is at the assistant professor rank that women have made the greatest gain, a shift in their favor of over 11 percent. At the full professor level, they have improved their representation by a modest 2.7 percent, but at the associate professor level women have actually lost ground during the past seven years. At this rank, the appointment or promotion to which often involves a tenure decision, there has been a shift in favor of men of over 5 percent.

TABLE I-4: Changes in Male-Female Ratio of Full-time Faculty Over Seven Years

1975-76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.5%)

1981-82 (69 schools, 706 full-time faculty)

Number	Rank	Males	Females
69	Deans and Directors	52 (75.4%)	17 (24.6%)
180	Professors	122 (67.8%)	58 (32.2%)
229	Associate Professors	136 (59.4%)	93 (40.6%)
194	Assistant Professors	83 (42.8%)	111 (57.2%)
18	Instructors	4 (22.2%)	14 (77.8%)
16	Lecturers	4 (25 %)	12 (75 %)
706		401 (56.8%)	305 (43.2%)

Among the 69 AALS member schools, there were 10 new appointments of executive officers during the period from January 2, 1981, through January 1, 1982. This represents a change in leadership in 14.5 percent of the schools.

Last year there were 9 such appointments (13 percent of the schools).

Of these 10 new deans and directors, three were "acting" (as of January 1, 1982); all three were female. Of the seven regular appointments, four were males and three were females.

Of the 69 deans and directors holding office on January 1, 1982, 52 were males and 17 were females, whereas on January 1, 1981, there were 55 males and 14 females. Since the removal of Alabama A & M and the addition of Mississippi to the accredited list had no effect on this ratio (both schools were headed by males), this shift in favor of women was the result of new appointments. The significance of this shift is lessened, however, when one notes that the three new deans and directors who were "acting" were all women.

Following is a list of 10 schools with new executive officers on January 2, 1982: Atlanta (Dean); British Columbia (Director); Emporia Kansas (Dean); Louisiana State (Acting Dean); McGill (Director); Montreal (Acting Director); San Jose (Director); Syracuse (Dean); Washington (Acting Director); and Wisconsin-Madison (Director).

In addition to the 3 schools with new acting deans or directors noted above, there were 4 others that continued from the previous year with acting or interim executive officers: Long Island, Maryland, St. John's, and Western Michigan. The acting director at Iowa became the director during 1981, and at Geneseo the interim dean became dean.

All 7 deans and directors appointed on a continuing basis between January 2, 1981, and January 1, 1982, have fiscal year appointments. Their salaries ranged from $29,500 to $68,585. The average salary was $44,729 (the median was $40,020).

It is not surprising that the 3 "acting" deans and directors were chosen internally, although one had not been a full-time member of the school's faculty. Of the 7 regularly appointed deans and directors, 2 were already tenured members of their respective faculties while 5 were chosen externally. Of these 5, 2 were appointed with tenure and 3 without.

The administrative titles of the heads of the 69 AALS member schools on January 1, 1982, are shown in Table I-5. A deanship was lost with the removal of Alabama A & M from AALS membership, while the addition of Mississippi added a directorship. Two directorships were converted to deanships during 1981, at Emporia Kansas and at Texas Woman's. (In last year's report, one directorship was erroneously counted as a deanship, on page F-5.)

TABLE I-5: Titles of 69 Heads of AALS Member Library Schools, January 1, 1982

Title	Number	Percent
Dean	42	65
Acting Dean	3	
Director	16	29
Interim Director	1	
Acting Director	3	
Chair	4	6

Of the 69 deans and directors (including the four chairs), 55 (79.7 percent), 44 males and 11 females, held the rank of professor while 13 (18.8 percent), 8 males and 5 females, were associate professors, and one (1.4 percent), who held an "acting" title, was an assistant professor. Of the 69, 62 (89.9 percent) held tenure. Sixty-three of the 69 held fiscal-year appointments; the remaining 6 were appointed for the academic year.

Of the 52 males heading AALS member schools on January 1, 1982, 49 (94.2 percent) had earned doctorates. Two of the 3 not holding earned doctorates held the master's degree in library science; the third held the BLS degree. Of the 17 females heading library schools, 16 held the earned doctorate (94.1 percent); the one without the doctorate held the master's degree in library science.

As a total group, 65 (94.2 percent) of the 69 deans and directors held earned doctorates on January 1, 1982. Last year that percentage was 89.9 percent, so that there has been a marked increase in earned doctorates resulting from the 1981 appointments to the deans and directors group.

Of the 65 doctorates, 49 (75.4 percent) were in library and/or information science. Last year this percentage was 74.2. The following table shows the distribution by discipline.

TABLE I-6: Disciplines of the Doctorates of 65 Heads of AALS Member Schools, January 1, 1982

Library and/or Information Science	49
Chemistry	1
Education	2
Education-Administration	2
Education-Curriculum and Administration	1
Higher Education	2
English	2
Industrial Engineering	1
Mathematics	1
Musicology	1
Operational Research	1
Philosophy	1
Public Administration	1

Ethnic origin was provided for all but one of the deans and directors in the 62 AALS member schools in the United States. (The 7 Canadian schools were not asked to provide this information.) Three deans and directors reported their ethnic origin as being Black. There were no Hispanics, Asians, or Native Americans.

The age category was provided for the deans and directors of all schools except Chicago, with the following results:

TABLE I-7: Age Categories of 68 Heads of AALS Member Schools on January 1, 1982

Deans and Directors	Age Category
1 (1.47 percent)	65-69
12 (17.65 percent)	60-64
13 (19.12 percent)	55-59
20 (29.41 percent)	50-54
11 (16.18 percent)	45-49
9 (13.24 percent)	40-44
2 (2.94 percent)	35-39

Of the 7 new deans and directors, exclusive of the 3 who became "acting" during 1981-82, one was between 60 and 64; 2 were between 50 and 54; 2 were between 45 and 49; one was between 40 and 44; and one was between 35 and 39.

Nearly 68 percent of the deans and directors (a total of 46) were 50 years or older on January 1, 1982. Thirteen (19 percent) were 60 years of age or older. Because 65 is a common retirement age for executives in many universities, it is interesting to note that among the 51 male deans and directors for whom we have age categories, 13 (25.5 percent) were past 60, while among the 17 female deans, 8 (47 percent) were past 60. It would appear, therefore, that a considerably larger percentage of female deans and directors will be retiring in the next few years than will be true among male deans and directors.

Salary figures as of January 1, 1982, were reported for 67 deans and directors of AALS member schools, including those who held acting or interim appointments (all except those at Brigham Young and Chicago). Of these 67 deans and directors, 61 held fiscal year (11 or 12 months) appointments (45 males and 16 females), while 6 held academic year (9 or 10 months) appointments (5 males and one female).

In 1981-82, for the first time, the $60,000 salary "barrier" was broken, not only by one dean or director but by four, one of whom holds an academic year appointment while three have fiscal year appointments. Of these four, two head Canadian schools and two U. S. schools. (No attempt is made in this report to equate the Canadian dollar with the U. S. dollar.) Whereas in 1980-81, 12 deans and directors had achieved salaries of $50,000 or more, the number in 1981-82 increased to 18. Nearly 30 percent of those with fiscal year appointments had salaries ranging from $51,225 to $68,585. It was only in 1979-80 that the first dean or director reached the $50,000 figure, and it was only 6 years ago, in 1975-76, that the $40,000 high was reached. This year, the salaries of 47 deans and directors (75 percent of those with fiscal year appointments) had salaries of at least $40,000.

The salaries reported for 61 deans and directors holding fiscal-year appointments on January 1, 1982, ranged from a low of $29,500 to a high of $68,585; the average salary for this group was $45,653 (median $44,500). The salaries for the 6 deans and directors holding academic year appointments ranged from $28,878 to $63,151; the average was $37,617 (median $32,854).

For deans and directors with fiscal year appointments, there was a 7.1 percent improvement in their average salary this year over last. For those with academic year appointments the average improvement was nearly 30 percent, but among these 6 individuals, one unusually high Canadian salary skewed this percentage figure.

Of the 50 male deans and directors for whom we have salary data, 45 held fiscal year appointments on January 1, 1982, while 16 of the 17 females held such an appointment. Among the 45 males, the salary figure ranged from a low of $33,445 to a high of $68,585, for an average of $47,367 (median $46,000). For the 16 females, the range was from a low of $29,500 to a high of $53,700, for an average of $40,830 (median $41,076). For these female deans and directors, the average salary was thus $6,537 below that of their male counterparts. In other words, the average salary of the female deans and directors was only 86.2 percent of that of the males. Last year this percentage was 85.9, so there has been an improvement ever so slight. It will be noted in the following table, however, that over the past six years (the period during which salaries by sex have been collected) the average difference between male and female deans' and directors' salaries has widened markedly. In 1975-76, female deans' and directors' average salary was 96.8 percent of that of their male counterparts. By 1980-81 it had shrunk by over 10 percentage points to 86.2 percent. (The number of individuals involved in each of these years is shown in parentheses in the following table.)

TABLE I-7a: Average Salary of Deans & Directors with Fiscal Year Appointments, 1976-82

	1975-76 (55)	1976-77 (56)	1977-78 (54)	1978-79 (60)	1979-80 (58)	1980-81 (58)	1981-82 (61)
Males & Females	$31,395	$33,261	$34,935	$36,975	$39,485	$42,628	$45,653
Males Only	31,644	33,494	35,156	37,306	40,713	43,799	47,367
Females Only	30,273	32,407	34,074	35,499	35,234	37,622	40,830

Among the 6 deans and directors with academic year appointments, there was only one female, so statistical comparisons are probably not meaningful within this small group.

The table below gives the length of administrative service for 62 of the deans and directors of the AALS member schools. The 7 interim and acting deans and directors have been omitted from this compilation. Of these 62, only 15 (24.2 percent) have held their titles for as long as a decade. Twenty-nine (46.8 percent) have been deans or directors for 5 or fewer years.

TABLE I-8: Year of Appointment of the Heads of 62 AALS Member Schools

Year	Number	Year	Number
1965	1	1974	4
1966	1	1975	4
1967	3	1976	5
1968	2	1977	5
1969	2	1978	4
1970	4	1979	5
1971	2	1980	7
1972	4	1981	7
1973	1	1982(Jan.1)	1

It has been noted in previous reports that meaningful statistics are difficult to provide regarding the full-time faculty who assist their deans and directors in the administration of the library school. In most instances these individuals also have major teaching responsibilities. While most deans and directors have the academic rank of full professors, the academic rank of these assistants varies from instructor and lecturer to professor. As in past reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors."

Of the 69 AALS member schools in 1981-82, 28 had full-time faculty serving as associate (assistant, etc.) deans and directors; 3 of these 28 schools had 2 faculty members with such responsibilities, for a total of 31 individuals. This is a reduction from last year when 34 schools reported having a total of 37 associate (assistant, etc.) deans and directors. Of these 37, only 11 had been appointed to this position in the same year that they had joined the school's faculty, suggesting that it was more common to fill these posts from within the existing faculty than from without. However, of the six new associate (assistant, etc.) deans and directors appointed in 1981-82, 3 were from within and 3 were from without. It should be noted that this report deals only with full-time faculty. Many schools have individuals other than full-time faculty serving as administrative assistants to the dean or director.

TABLE I-9: Faculty Holding Administrative Titles, 1981-82, among AALS Member Schools

Dean of Students	
Lecturer	1
Associate Dean	
Professor	8
Associate Professor	4
Assistant Professor	2
Senior Lecturer	1
Acting Associate Dean	
Professor	1
Assistant Dean	
Professor	3
Associate Professor	2
Assistant Professor	3
Lecturer	1
Assistant to the Dean	
Instructor	1
Assistant Director	
Associate Professor	1
Assistant to the Director	
Assistant Professor	1
Chairperson	
Assistant Professor	1
Administrative Assistant	
Associate Professor	1
Total:	31

Of the 31 associate (assistant, etc.) deans and directors, 17 (54.8 percent) were males while 14 (45.2 percent) were females. Here there was a shift in favor of women from last year when 59.5 percent were males and 40.5 percent were females. Five years ago, in 1977-78, there were exactly double the number of males (24) holding these titles than there were females (12), so this would appear to represent a trend in favor of women.

Of the 31 associate (assistant, etc.) deans and directors in 1981-82, 21 held fiscal year appointments (12 males and 9 females). For the 12 males in this group, salaries ranged from a high of $49,400 to a low of $27,140. The average was $37,613 (median $36,590). For the 8 females in this group for whom we have salaries, the range was from a high of $46,000 to a low of $19,000. The average was $31,716 (median $30,928). The average for the males and females combined was $35,255 (median $36,590).

Of the 10 associate (assistant, etc.) deans and directors holding academic year appointments, 5 were males and 5 were females. The salaries for the 5 males ranged from a high of $31,171 to a low of $22,385, with an average of $27,210 (median $28,074). For the 5 females the range was from a high of $32,607 to a low of $19,969, with an average of $26,198 (median $24,024). The average for the males and females combined was $26,704 (median $26,710).

Because the salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are determined more by their academic rank than their administrative titles, and because most have substantial teaching responsibilities, the above computations do not have great significance. As in previous reports, from this point on these individuals will be counted as belonging to their academic ranks and their salaries will be counted again with those ranks.

Among the 706 full-time faculty, including deans and directors, in the 69 AALS member schools on January 1, 1982, 65 (9.2 percent) had been appointed to their respective faculties among 44 schools during 1981-82. This is an increase of 8 new appointments (1.3 percent) over last year when there were 57 new appointments (7.9 percent of the total). The percentage to the total full-time faculty of new appointments in 1981-82 was the second highest during the past 7 years as Table I-10 shows. (As in earlier reports, new deans and directors have been included in the 1981-82 total whether they were appointed from within or without.)

TABLE I-10: Ratio of New Faculty Appointments to Total Faculty, 1976-1982

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	697	51	7.3
1976-77	64	707	47	6.6
1977-78	64	684	69	10.1
1978-79	67	715	60	8.4
1979-80	67	714	61	8.5
1980-81	69	722	57	7.9
1981-82	69	706	65	9.2

The following table shows the sex of the 57 new faculty members appointed to the various faculty ranks between January 2, 1981, and January 1, 1982. In the case of deans and directors, including the 3 who were acting or interim, those appointed "from within" have been included here rather than being treated as promotions.

TABLE I-11: Rank & Sex of 65 New Faculty Appointed Between January 2, 1981, & January 1, 1982, in 44 AALS Member Schools

Rank	Total Number	Males	Females
*Deans and Directors	10	4	6
**Professors	4	3	1
Associate Professors	12	5	7
***Assistant Professors	29	13	16
****Instructors	7	1	6
Lecturers	3	1	2
Total	65	27	38

*Including 3 acting deans and directors
**Including one visiting professor
***Including one visiting assistant professor
****Including one visiting instructor

Of the 4 professors (3 males and 1 female) appointed between January 2, 1981, and January 1, 1982, 3 were for the academic year and one was for the fiscal year. The high salary for the 3 given academic-year salaries was $37,000 while the low was $30,000. The average was $32,680 (median $31,040). Three of the 4 had Ph.D.'s in library science; the fourth held the B.S. in L.S. degree. Two were given immediate tenure, 2 were not. All are white.

Of the 12 new associate professors (5 males and 7 females), all but one were given academic-year appointments. The 11 salaries for the academic-year appointments ranged from a high of $40,000 to a low of $22,830, with an average of $28,515 (median $28,000). For the 4 males in this group, the high salary was $30,340 while the low was $22,830; the average was $26,793 (median $27,000). For the 7 females, the high salary was $40,000 and the low was $24,000; the average was $29,500 (median $30,000). Among these 7 females, the high salary of $40,000 was $10,000 higher than the second highest. If this unusually high salary is omitted in calculating the average, it drops to $27,750, but this was still nearly $1,000 more than that for the 4 males.

Of the 12 new associate professors, all but one held the Ph.D., 7 in library science, 3 in information science, and one in higher education. The twelfth individual in the group, whose specialty is conservation, holds no degree. Ethnic origin was provided for 11 of the 12; all 11 are white. Only 4 of the 12 were given immediate tenure.

Last year, when 6 new associate professors were given academic-year appointments, the average beginning salary was $24,150. There was thus an improvement this year of $4,365.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group are always of particular interest. There were 29 new assistant professors appointed in 1981-82, one fewer than in 1980-81. Of these 29, 13 were males and 16 were females;

last year there were 10 males and 20 females. No one among the 29 was given immediate tenure. Seventeen had completed their doctorates as follows:

Library Science	10
Library & Information Science	1
Library & Information Management	1
Information Science	1
Education	1
Humanities	1
Psychology	2

Of the 12 who had not completed their doctorates, one held an advanced certificate in library science while the remaining 11 held master's degrees, 9 in library science, one in history, and one in fine arts. We can assume that most if not all of these 12 individuals are doctoral candidates.

Of the 29 new assistant professors, 5 were in Canadian schools. Of the remaining 24, ethnic origin was provided for 22. Of these 22, there were 19 who are white, 2 are black, and one is Asian Pacific.

Age categories were provided for 27 of the new assistant professors, with the following distribution:

25-29	3
30-34	6
35-39	8
40-44	4
45-49	4
50-54	0
55-59	2

Of the 29 new assistant professors in 1981-82, 22 (9 males and 13 females) received academic-year appointments, with salaries ranging from a high of $26,785 to a low of $16,500. The average for this group was $20,509 (median $20,507). It is perhaps appropriate to note here that the high salary ($26,785) was paid by a Canadian school where salaries tend to be higher than among U. S. schools. No attempt has been made in this report to convert Canadian dollars to U. S. dollars, which would require us to reduce Canadian salaries by about 20 percent (80 cents to the U. S. dollar). If the two Canadian salaries in this group of new assistant professors were omitted, the average for the remaining 20 U. S. appointees would be $20,121 (median $20,500).

In past reports, Canadian salaries have always been included without adjustment, which we shall continue to do here except where special note is made.

The average salary for the 9 males appointed to the rank of assistant professor in 1981-82 was $20,854 (median $20,500); for the 13 females the average was $20,270 (median $20,514).

The following table shows the average beginning salaries for assistant professors with academic-year appointments during the past 6 years. In those 6 years, women have out-distanced their male counterparts' average salary only in 1978-79 and 1979-80. In the total number of such appointments (140), women accounted for 81 (nearly 58 percent) while men accounted for 59 (42 percent). For the total group, there has been an improvement in the average beginning salary of $5,407, or 35.8 percent, between 1976-77 and 1981-82.

TABLE I-11a: New Assistant Professors--Academic Year Appointments, 1977-1982

Year	Total Number	Average for Males	Average for Females	Average for All	Percentage of Increase
1976-77	22	$15,576 (10)	$14,707 (12)	$15,102	
1977-78	23	15,386 (10)	14,907 (13)	15,115	.09
1978-79	30	16,188 (16)	17,241 (14)	16,679	10.35
1979-80	18	17,065 (6)	17,445 (12)	17,319	3.84
1980-81	25	19,928 (8)	18,777 (17)	19,146	10.55
1981-82	22	20,854 (9)	20,270 (13)	20,509	7.12
Total	140	59	81		

There were 7 new fiscal-year appointments at the assistant professor level during 1981-82, 4 males (one titled "Acting Assistant Professor") and 3 females. Salary figures were provided for 5 (3 males and 2 females). The average for the 3 males, which included 2 Canadian salaries, was $29,232 (median $27,695). For the 2 females, including one Canadian salary, the average was $27,252.

The actual distribution of salaries of the 27 new assistant professors for whom this information was provided appears in the following table. Because of the sharp difference in the exchange rate of the dollar, Canadian appointments are noted.

TABLE I-12: Distribution of Salaries for 27 New Assistant Professors, 1981-82

Fiscal year:		$36,000	Male	Canadian
		28,500	Female	Canadian
		27,695	Male	Canadian
		26,004	Female	
		24,000	Male	
Academic year:		$26,785	Male	Canadian
		23,000	Female	
		22,836	Male	
		22,000	Male	Canadian
		22,000	Female	
		21,700	Female	
		21,000	Female	
		20,700	Female	
		20,600	Female	
		20,565	Male	
		20,514	Female	
	(2)	20,500	Males	
	(3)	20,000	1 Male, 2 Females	
	(2)	19,000	Females	
	(3)	18,000	1 Male, 2 Females	
		16,500	Male	

Of the 18 full-time instructors among the 69 AALS member schools, 7 were appointed in 1981-82 (1 male and 6 females). For one of these 7 the title was "Visiting Instructor." Only one, a female, held a doctorate (in higher education). Each of the other 6 held the master's degree in library science. Salary figures were provided for 5 new instructors, one of whom was appointed for the fiscal year. The 4 academic-year salaries ranged from a high of $21,420 to a low of $17,250, for an average of $18,425 (median $17,515). The comparable average for 6 new instructors in 1980-81 was $16,803, so there was an improvement of $1,622, or nearly 9.7 percent.

While there were 3 new appointments in 1981-82 at the rank of lecturer (1 male and 2 females), salary figures were provided for only 2. Because of the small number of faculty who hold this title (16) and the great variation among universities in its use, it is probably not meaningful to attempt to make any analysis regarding these 3 individuals.

The following table enables one to compare 1981-82 average and median salaries at each rank with those for 1980-81. In both years, salary figures were provided by all AALS member schools except Brigham Young and Chicago. As noted earlier, however, one school (Alabama A & M) was dropped from the list while another was added (the University of Mississippi). A total of 704 faculty salaries (including those for deans and directors) were reported in 1980-81; the total for 1981-82 was 687. Associate (assistant, etc.) deans and directors have been distributed according to their academic ranks. New faculty hired in 1981-82 are included.

Two schools reported no salary improvements in 1981-82, although in both instances it was assumed that there would be an eventual improvement that would be retroactive sometime after January 1, 1982.

TABLE I-13: Faculty Salaries, 67 AALS Member Schools, 1980-81 and 1981-82

Rank & Term of Appointment	1980-81		1981-82	
	Average	Median	Average	Median
Deans & Directors (fiscal year)	$42,628	$41,850	$45,653	$44,500
Deans & Directors (academic year)	29,000	29,756	37,617	32,854
Professors (fiscal year)	39,758	40,909	43,688	43,568
Professors (academic year)	31,655	31,100	34,364	33,854
Assoc. Profs. (fiscal year)	32,253	32,453	37,195	36,262
Assoc. Profs. (academic year)	24,677	24,400	27,058	26,400
Asst. Profs. (fiscal year)	25,851	25,835	29,909	28,157
Asst. Profs. (academic year)	20,480	20,002	22,041	21,501
Instructors (fiscal year)	18,000	18,000	20,000	20,000
Instructors (academic year)	17,019	17,080	18,383	18,630
Lecturers (fiscal year)	22,684	20,766	25,843	21,500
Lecturers (academic year)	24,943	25,461	25,386	25,761

Average salary improvements in 1981-82 over 1980-81 are shown in the following table. Readers should keep in mind here that, because of promotions, resignations, retirements, new appointments, etc., the average salary improvements for individuals remaining in these ranks from the year before would differ somewhat from those given here. As in 1980-81, salaries for faculty members at Brigham Young and Chicago were not provided, while salaries for the 4 faculty members at Alabama A & M that were included in 1980-81 do not appear here; with Mississippi having gained accreditation since last year's report, this results in 8 faculty members having been added in 1981-82 that were not included last year.

TABLE I-14: Improvement in Average Salaries for Faculty in 69 AALS Member Schools between 1980-81 and 1981-82

Rank	Number in 1980-81	Number in 1981-82	Improvement in average salary	Percentage of average improvement
Deans & Directors (fisc.yr.)	58	61	$3,025	7.1
Deans & Directors (acad.yr.)	8	6	8,617	29.7
Professors (fiscal year)	38	36	3,930	9.9
Professors (academic year)	137	140	2,709	8.6
Assoc. Profs. (fiscal year)	44	32	4,942	15.3
Assoc. Profs. (academic year)	187	191	2,381	9.6
Asst. Profs. (fiscal year)	27	24	4,058	15.7
Asst. Profs. (academic year)	171	166	1,561	7.6
Instructors (fiscal year)	1	2	2,000	11.1
Instructors (academic year)	15	14	1,364	8.
Lecturers (fiscal year)	7	4	3,159	13.9
Lecturers (academic year)	11	11	443	1.8
Total	704	687		

The following table enables the reader to compare average salaries for males and females in each faculty rank. As in the preceding tables, these figures are based on all faculty salaries among the AALS member schools except those for Brigham Young and Chicago.

TABLE I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools, 1981-82

Fiscal Year Appointments, 1981-82

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	45	$47,367	16	$40,830
Professors	22	44,755	14	42,012
Assoc. Profs.	17	36,874	15	37,558
Asst. Profs.	11	32,643	13	26,827
Instructors	0	----	2	20,000
Lecturers	1	22,000	3	27,124
Total	96		63	

TABLE I-15: Comparison of Average Faculty Salaries for Males and Females in 67 AALS Member Schools, 1981-82 (continued)

Academic Year Appointments, 1981-82

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	5	$38,898	1	$31,207
Professors	96	34,830	44	33,344
Assoc. Profs.	115	27,203	76	26,851
Asst. Profs.	70	22,087	96	22,007
Instructors	4	18,669	10	18,269
Lecturers	3	21,062	8	27,007
Total	293		235	

Table I-16, below, shows the age categories of all new faculty added between January 2, 1981, and January 1, 1982, to the AALS member schools, except for those at the University of Chicago.

TABLE I-16: Age Categories (on Jan. 1, 1982) of 61 New Faculty Appointments in 1981-82 among AALS Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
*Deans & Directors	1	2		2	2	1	2			10
Professors		1			1	2				4
Assoc. Profs.			2	1	2	3	4			12
Asst. Profs.			2		4	4	8	6	3	27
Instructors					1	1	2	1	1	6
Lecturers					1	1				2
Total	1	3	4	3	11	12	16	7	4	61

* Those appointed as "acting" are included here.

Mention was made earlier regarding the considerable disparity between the average salary for female deans and directors and their male counterparts. Among the 3 principal faculty ranks (professors, associate professors, and assistant professors), the average salary for females trails that for males except for the female associate professors with fiscal year appointments. Perhaps this, at least, can be counted as a gain for women since last year women trailed the men in every instance involving these 3 ranks.

The library schools in the United States were asked to provide the ethnic background of each full-time faculty member. Among the 62 AALS member schools in the U. S., only the University of Chicago declined to provide this information. As the following table indicates, we have ethnic data on 617 faculty members. This compares with a total of 636 last year. New faculty appointed in 1981-82 have been included in this compilation. The U. S. schools represented are the same except that in last year's report Alabama A & M was included (4 full-time faculty) whereas it was not among the AALS member schools in 1981-82, while the University of Mississippi has been added this year (with 8 full-time faculty members).

Of the 617 faculty included here, 54 represent minority groups as defined by the U. S. Department of Labor (American Indians, Asian and Pacific Islanders, Blacks, and Hispanics). These 54 minorities constitute 8.8 percent of the full-time faculty, a marked decline from last year when the percentage of minorities stood at 9.9 percent. In 1979-80 the percentage was 9.4. The only minority group to gain representation in 1981-82 over 1980-81 were the Hispanics--an increase from 8 to 9. In 1980-81 there were 2 American Indians, whereas in 1981-82 there was only one; the number of Asian and Pacific Islanders dropped from 17 to 15; while the number of Blacks declined from 36 to 29. Of the 29 Blacks, only 16 are to be found among the 59 library schools in traditionally white institutions. It should be noted, of course, that the number of white faculty members declined also, from 573 to 563.

TABLE I-17: Ethnic Background of 617 Full-Time Faculty (U.S.), in 61 AALS Member Schools, 1981-82

Rank	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Directors			3		58	61
Professors		4	5	2	147	158
Assoc. Profs.	1	8	5	2	184	200
Asst. Profs.		3	14	3	147	167
Instructors				2	15	17
Lecturers			2		12	14
Total	1	15	29	9	563	617

The table that follows provides data for all full-time faculty, including deans and directors, in 68 of the AALS member schools (only the University of Chicago declined to report). It will be noted that 13.2 percent (92 individuals) of the faculty were 60 years of age or older. Last year this percentage was 14.3 whereas on January 1, 1980, it was the same as in 1982, i.e., 13.2 percent. There were 333 (or 47.9 percent) members of the faculty who were 50 years of age or older on January 1, 1982. This compares with 48.1 percent in 1981 and 46.9 percent in 1980.

TABLE I-18: Age Categories of Faculty on January 1, 1982, in 68 AALS Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	1	12	13	20	11	9	2			68
Professors	13	35	39	45	28	14	3			177
Assoc. Profs.	4	19	40	40	45	45	29	4		226
Asst. Profs.		5	18	20	30	26	55	34	4	192
Instructors				1	1	2	6	6	1	17
Lecturers		3	3	2	2	2	2	1		15
Total	18	74	113	128	117	98	97	45	5	695
Percentage of Total	2.6	10.6	16.3	18.4	16.8	14.1	14.	6.5	.7	100

Each of the 69 AALS member schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member, regardless of present rank. In Table I-19, the year shown represents that initial appointment year for each of the 706 faculty members employed on January 1, 1982. (The 6 shown as 1982 were appointed on January 1, 1982.)

Data in this table reveal that 298 faculty members (42.2 percent), including deans and directors, have been employed by their present schools for a decade or more (initial appointment prior to 1972). Of this group, 192 (or 64.4 percent) are males while 106 (35.6 percent) are females. Of the 408 faculty members appointed during the past decade (in 1972 and thereafter), however, 209 (51.2 percent) are males while 199 are females (48.8 percent). The 239 faculty whose appointments date back only 5 years, on the other hand, show a slight majority of women: 124 females (51.9 percent) as opposed to 115 males (48.1 percent).

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1946			1										1	
1947														
1948			1										1	
1949						1								1
1950														
1951					1								1	
1952				1										1
1953	1												1	

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present AALS Member School (continued)

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1954														
1955														
1956	1		1										2	
1957				1		1								2
1958			1	1				1					1	2
1959			2	1		3							2	4
1960	1		1	1								1	2	2
1961		1	2	1	1	1						1	3	4
1962	1	1	1	3	1	2		2					3	8
1963	1	1	5	1	1	1	1	1					8	4
1964			1	2	6	1							7	3
1965	1		10	4	3	3							14	7
1966	1		9	5	4	3	1						15	8
1967	3	1	12	2	6	2	3					1	24	6
1968	4		11	2	8	4	2	4					25	10
1969	5		14	7	7	4	1	3			1		28	14
1970	5	1	12	3	12	5		2		1			29	12
1971	4	1	8	9	11	3	2	4				1	25	18
1972	2	1	4	2	12	7	4	3				2	22	15
1973	2		2	4	9	8		5			1		14	17
1974	1	1	6		8	11	4	2				1	19	15
1975	5		4	1	5	7	5	7					19	15
1976	1	2	4	1	6	3	9	5		1		1	20	13
1977	3	1	3	3	14	5	10	13		1			30	23
1978		3	1	1	3	7	15	10		2			19	23
1979	3	1	1	1	6	1	5	14	2	1		1	17	19
1980	3		2		7	3	6	18	1	2	1	1	20	24
1981	4	2	3	1	5	4	13	16	1	6	1	2	27	31
1982						3	2	1					2	4
Total	52	17	122	58	136	93	83	111	4	14	4	12	401	305

In the following table, the date is given for the appointment or promotion of each faculty member to his/her present academic rank in the school where he/she holds a full-time post. In this listing, deans and directors have been included in the faculty titles which they hold.

TABLE I-20: Year of Appointment of Full-time Faculty to Their Present Rank in Their Respective Schools

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1948	1										1	
1958						1						1
1959				1								1

TABLE I-20: Year of Appointment of Full-time Faculty to Their Present Rank in Their Respective Schools (continued)

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1960												
1961	2										2	
1962			1			1					1	1
1963	4	1									4	1
1964			1								1	
1965	5		1	1							6	1
1966	8		2	2	1						11	2
1967	7	1	8	1	2					1	17	3
1968	8	3	3		2	4				1	13	8
1969	10	1	1	4	1				1		13	5
1970	11	6	3	5	1	3					15	14
1971	8	3	3	1	2	2					13	6
1972	11	1	8	2	1	4					20	7
1973	6	3	5	7		4			1		12	14
1974	7	4	5	7	2	3				1	14	15
1975	14	5	11		2	6					27	11
1976	15	5	11	4	8	7		2			34	18
1977	13	8	21	9	11	9		1		1	45	28
1978	6	6	17	18	17	13		1		1	40	39
1979	5	11	15	10	9	14	1	1		1	30	37
1980	11	4	13	14	7	21	1	3	1	3	33	45
1981	15	6	15	8	14	20	2	6	1	3	47	43
1982				4	2	1					2	5
Total	167	68	144	98	82	113	4	14	4	12	401	305

Among the 69 AALS member schools there were 31 promotions within the professorial ranks during 1981-82. The following table reveals the pattern of promotions during the past four years. Deans and directors who received academic promotions are included in these figures. New faculty have not been included--only those promoted from a lower rank within their schools. Not shown was a promotion within the lecturers group in 1981-82, from Lecturer to Senior Lecturer.

TABLE I-21: Faculty Promotions in AALS Member Schools, 1978-1982

Rank to Which Promoted	1978-79		1979-80		1980-81		1981-82	
	Males	Females	Males	Females	Males	Females	Males	Females
Professor	4	5	6	11	8	4	10	2
Assoc. Prof.	7	8	12	11	6	14	9	6
Asst. Prof.	1	3	6	3	1	3		4
Total	12	16	24	25	15	21	19	12

Of the 706 full-time faculty, including deans and directors, in the 69 AALS member schools on January 1, 1982, a total of 505 (71.5 percent) were reported as having earned doctorates. This percentage (71.5) compares with 68.5 in 1980 and 70.8 in 1981. Thus, as might be expected, there has been a gradual increase, some 3 percent over these 3 years. Among male faculty, the increase has been only 1.4 percent, however (from 76.7 in 1980, to 77.1 in 1981, and 78.1 in 1982). Among females, the increase has been more dramatic. Whereas the percentage of females having earned doctorates on January 1, 1980, was only 56.8, it increased to 61.3 in 1981 and to 63 in 1982, for a total increase of 6.2 percent over this three-year period. While the increase among female full-time faculty members holding earned doctorates was thus considerably greater than that among their male colleagues, the total percentage for males continues to exceed that for females--some 15.1 percentage points in 1982.

The percentage of deans and directors holding the doctorate in 1982 increased by some 4 percent in 1982 over the previous year as did also that for associate professors. Among professors and assistant professors, however, there was a slight decline, from 82.2 percent to 80.6 percent among professors, and from 64.5 percent to 61.3 percent among assistant professors.

TABLE I-22: Earned Doctorates Held by Faculty in AALS Member Schools, January 1, 1982

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Deans & Directors	52	49	36	13	94.2
Female " "	17	16	13	3	94.1
Total	69	65	49	16	94.2
Male Professors	122	103	62	41	84.4
Female "	58	42	28	14	72.4
Total	180	145	90	55	80.6
Male Assoc. Profs.	136	106	74	32	77.9
Female " "	93	65	44	21	70
Total	229	171	118	53	74.7
Male Asst. Profs.	83	54	37	17	65
Female " "	111	65	47	18	58.6
Total	194	119	84	35	61.3
Male Instructors	4	0	0	0	0
Female "	14	1	0	1	7.1
Total	18	1	0	1	5.6
Male Lecturers	4	1	0	1	25
Female "	12	3	0	3	25
Total	16	4	0	4	25
Total Males	401	313	209	104	78.1
Total Females	305	192	132	60	63
Total, Males & Females	706	505	341	164	71.5

The following table provides a listing of the disciplines in which 164 faculty members held earned doctorates other than library and information science. In reporting these doctorates, deans and directors have been urged to be as precise as possible in identifying areas of concentration, especially in the field of education. This reporting has been uneven, however, and we can be sure that, had the 23 faculty members whose field is given simply as "Education" responded personally to the questionnaire, the listing would have been more precise. As can be seen in Table I-23, the field of education accounts for nearly half of the doctorates outside library and information science (81 of the 164).

TABLE I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools on January 1, 1982

Education	23
Instructional Technology (including Instructional Development, Instructional Media, Educational Communication, and Media Ecology)	20
Communication and/or Speech	8
Elementary Education	1
Education for the Gifted Child	1
Education--Reading	1
Education--Curriculum, Instruction, Administration	8
Educational Leadership	1
Adult Education	3
Higher Education	11
Urban Education	1
International Education	1
Education and Library Science	1
Creative Arts Education	1
Management	2
Operations Research	1
Public Administration and/or Government	4
Political Science	2
Urban Planning	1
Sociology	2
History	10
American History	1
Humanities	1
English Language and/or Literature	11
Romance Languages and Literature	2
Spanish Language and Literature	2
Comparative Literature	1
Folklore and Literature	1
Classics	1
Latin	1
Linguistics	1
American Studies	1
Religion	1
Philosophy	6
Logic/Methodology	1
Law	2

TABLE I-23: Earned Doctorates Outside Library Science and/or Information Science Held by Full-time Faculty in AALS Member Schools on January 1, 1982

(Continued)

Psychology	7
Musicology	1
Music History	1
Music Education	1
Art History	1
Engineering	1
Electrical Engineering	1
Industrial Engineering	1
Computer Science	1
Mathematics	2
History of Science & Medicine	1
Physics	4
Chemistry	2
Microbiology	2
Pharmacology	1
Zoology	1

While over 71 percent of the full-time faculty in AALS member schools had earned doctorates on January 1, 1982, the percentage within individual schools varied from a low of 11 percent (one in a faculty of 9) to a high of 100 percent in 4 schools. The following table illustrates the variation among the 69 schools. It should be noted that in 7 schools fewer than half of the full-time faculty have earned doctorates. Last year this number stood at 9.

TABLE I-24: Percentage of Faculty Having Earned Doctorates in 69 AALS Member Schools on January 1, 1982

Percentage	Number of Schools
100	4
95-99	1
90-94	5
85-89	9
80-84	5
75-79	8
70-74	6
65-69	6
60-64	7
55-59	9
50-54	2
45-49	
40-44	3
35-39	
30-34	
25-29	1
20-24	2
15-19	
10-14	1
Total	69

Of the 706 full-time faculty in the 69 AALS member schools, 459 (65 percent) were reported as having tenure or its equivalent (such as "security of appointment") on January 1, 1982. While in previous reports it has been noted that the percentage of tenured faculty has increased each year (by some 8 percent between 1977 and 1981), this year there has been a slight decline, from 66.3 percent in 1981 to 65 percent in 1982.

TABLE I-25: Percentage of Tenured Faculty Among AALS Member Schools During Past Six Years

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65

Four schools reported faculties with 100 percent tenure--last year there were 7. The lowest percentage of tenure was 11 (1 faculty out of 9). Last year there was a school in which no faculty member had tenure. The following table shows the variation among schools.

TABLE I-26: Percentage of Tenured Faculty Among 69 AALS Member Schools, January 1, 1982

Percentage of Tenured Faculty	Number of Schools
100	4
95 to 99	
90 to 94	3
85 to 89	4
80 to 84	3
75 to 79	8
70 to 74	7
65 to 69	9
60 to 64	7
55 to 59	5
50 to 54	4
45 to 49	2
40 to 44	6
35 to 39	3
30 to 34	2
25 to 29	
20 to 24	
15 to 19	
10 to 14	2
Total	69

The following table shows tenure status by rank and sex. It should be understood, of course, that where deans and directors have tenure, it is tenure as a faculty member, not as executive officer. From Table I-26a it can be seen that a considerably larger percentage of males enjoy tenure than do females--71.3 percent of the males have tenure (286 out of 401) whereas only 56.7 percent of the females have this status (173 out of 305). This difference is explained by the fact that women are represented in much larger proportion than men in the ranks of assistant professor, instructor, and lecturer where tenure is less frequently granted than in the ranks of professor and associate professor.

TABLE I-26a: Tenure Status by Rank and Sex Among 69 AALS Member Schools on January 1, 1982

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	47	15	62	5	2	7
Professors	117	58	175	5	0	5
Associate Profs.	108	74	182	28	19	47
Assistant Profs.	14	21	35	69	90	159
Instructors	0	1	1	4	13	17
Lecturers	0	4	4	4	8	12
Totals	286	173	459	115	132	247

In the writer's report on library school faculty for 1978-79, tables were devised to show regional characteristics. It has not been thought necessary to repeat this effort each year, but perhaps it will be useful to provide an occasional summary. The following tables are the same as those used in 1978-79. The regions used are those followed by the ALA's Committee on Accreditation in its semi-annual listing of accredited programs. Unfortunately, this results in uneven numerical groupings.

Northeast:	Albany, Buffalo, Catholic, Clarion, Columbia, Drexel, Geneseo, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (18 schools)
Southeast:	Alabama, Atlanta, Emory, Florida State, Kentucky, Mississippi, North Carolina, North Carolina Central, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (13 schools)
Midwest:	Ball State, Case Western Reserve, Chicago, Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Minnesota, Missouri, Northern Illinois, Rosary, Wayne State, Western Michigan, Wisconsin-Madison, and Wisçonsin-Milwaukee. (17 schools)
Southwest:	Arizona, Louisiana State, North Texas, Oklahoma, Texas, and Texas Woman's. (6 schools)
West:	Brigham Young, California-Berkeley, California-Los Angeles, Denver, Hawaii, San Jose, Southern California, and Washington. (8 schools)
Canada:	Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario. (7 schools)

TABLE I-26b: Average and Median Faculty Size by Region Among AALS Member Schools in 1979 and in 1982

Region	Average Number of Full-time Faculty		Median Number of Full-time Faculty	
	1979	1982	1979	1982
Northeast	12	11.5	11.5	10.5
Southeast	9	9.54	9.5	9
Midwest	10.06	9.53	9	9
Southwest	10.17	9.33	10	9
West	11.38	9.5	12	8
Canada	11.14	11.14	9	9

Of the 706 full-time faculty, including deans and directors, in the 69 AALS member schools on January 1, 1982, 401 (56.8 percent) were males and 305 (43.2 percent) were females. Among the 6 regions, this ratio varied slightly as the following table shows. It will be noted that only in the Canadian schools did the women outnumber the men.

TABLE I-26c: Sex of Faculty by Region Among the 69 AALS Member Schools on January 1, 1982

Region	Male Faculty	Female Faculty	Total Faculty
Northeast	127 (60.5%)	83 (39.5%)	210
Southeast	69 (55.6%)	55 (44.4%)	124
Midwest	92 (56.8%)	70 (43.2%)	162
Southwest	30 (53.6%)	26 (46.4%)	56
West	45 (59.2%)	31 (40.8%)	76
Canada	38 (48.7%)	40 (51.3%)	78
Total	401 (56.8%)	305 (43.2%)	706

The following table gives comparative salary averages in the major academic ranks for males and females in each of the 6 regions. (Salaries for Brigham Young and Chicago were not reported.) Instructors and lecturers have been omitted because their numbers, when distributed over the regions, were too small to be statistically significant. No figure has been given when only one individual held a given rank. As noted earlier, no attempt has been made in this report to equalize the value of the dollar between the United States and Canada. Because the Canadian dollar on January 1, 1982, was equal to about 80 percent of the U. S. dollar, the Canadian salaries shown here are not as spectacularly higher than U. S. salaries as might appear at first glance.

TABLE I-26d: A Comparison by Region of Average Faculty Salaries in 67 AALS Member Schools, January 1, 1982

Average Salaries--Academic Year Appointments

Region	Deans & Directors		Professors		Associate Professors		Assistant Professors	
	Males	Females	Males	Females	Males	Females	Males	Females
Northeast	33,981	-	34,339	32,344	26,829	25,726	22,178	21,009
Southeast	31,689	-	35,138	31,926	26,219	25,779	20,680	21,172
Midwest	-	-	33,180	26,401	25,933	26,025	20,417	21,688
Southwest	-	-	35,300	31,906	28,817	26,518	22,208	22,312
West	-	-	37,549	36,953	27,616	28,103	23,668	23,246
Canada	-	-	48,008	43,783	41,618	34,538	27,558	30,747

Average Salaries--Fiscal Year Appointments

Region	Deans & Directors		Professors		Associate Professors		Assistant Professors	
	Males	Females	Males	Females	Males	Females	Males	Females
Northeast	47,962	36,698	40,867	39,270	32,723	29,999	27,693	24,996
Southeast	46,284	36,885	-	-	-	-	-	-
Midwest	44,006	42,093	46,764	35,840	32,979	-	-	-
Southwest	49,768	44,147	41,704	-	-	-	-	-
West	47,775	-	38,650	-	-	-	-	-
Canada	55,421	41,707	50,430	48,003	39,761	40,705	35,632	28,878

In the table that follows, the 687 individual faculty salaries (including those for 67 deans and directors) reported by the AALS member schools (all except Brigham Young and Chicago) are distributed by rank in $500 blocks. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty rank.

TABLE I-27: Salaries on January 1, 1982, of 687 Full-time Faculty in 67 AALS Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$68,500-68,999	1											
67,000-67,499			1									
63,000-63,499		1										
62,500-62,999												
62,000-62,499	1											
61,500-61,999												
61,000-61,499												
60,500-60,999												
60,000-60,499	1											
59,500-59,999												
59,000-59,499	1											
58,500-58,999												
58,000-58,499												
57,500-57,999			1									
57,000-57,499	2											
56,500-56,999	1											
56,000-56,499			1	1								
55,500,55,999	1											
55,000-55,499	1											
54,500-54,999												
54,000-54,499	1											
53,500-53,999	1		1									
53,000-53,499	3											
52,500-52,999												
52,000-52,499			1									
51,500-51,999	2											

TABLE I-27: Salaries on January 1, 1982, of 687 Full-time Faculty in 67 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$51,000-51,499	1											
50,500-50,999			1									
50,000-50,499			1	1								
49,500-49,999	1				1							
49,000-49,499	1		2	1								
48,500-48,999			2	1								
48,000-48,499	1		1									
47,500-47,999	2			1		1						
47,000-47,499	1		1									
46,500-46,999				1	1							
46,000-46,499	2		1		1							
45,500-45,999	2		1		2							
45,000-45,499	3		1									
44,500-44,999	1			1	2	1						
44,000-44,499	2		2	2	1							
43,500-43,999	2			6	1							
43,000-43,499	2		1		2							
42,500-42,999	1			2	2							
42,000-42,499	3		1									
41,500-41,999	1						1					
41,000-41,499	1		1									
40,500-40,999	1		1								1	
40,000-40,499	2		1	4	1	2						
39,500-39,999	1		1	3	1	1						
39,000-39,499	1		1	3								
38,500-38,999	2			1								
38,000-38,499				1			2					
37,500-37,999	2	1		3								

TABLE I-27: Salaries on January 1, 1982, of 687 Full-time Faculty in 67 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$37,000-37,499	5		2	9				1				
36,500-36,999			3	3								
36,000-36,499			1	5	2		2					
35,500-35,999				2				1				
35,000-35,499				5	1	2						
34,500-34,999		1		9		1						
34,000-34,499	1		1	4			1					
33,500-33,999				3		1		1				
33,000-33,499	1		1	6	1	2						2
32,500-32,999				4		3						
32,000-32,499			1	8	1	2	1					
31,500-31,999			1	3	1	1		1				
31,000-31,499		1		5	2	2						
30,500-30,999				4	1	3	3					1
30,000-30,499	1	1	1	9	1	8	1	1				1
29,500-29,999	1			4	2	6						
29,000-29,499				4	2	8						
28,500-28,999		1		5	1	11	1					
28,000-28,499				1		7						
27,500-27,999				2		10	2					
27,000-27,499					1	7	1	2				
26,500-26,999				2		15		4				
26,000-26,499				3		12	1	5				1
25,500-25,999					1	16		2				1
25,000-25,499				1		13	2	6				
24,500-24,999				2		13	1	7				
24,000-24,499				2		8	2	6				
23,500-23,999				1		6		6				

TABLE I-27: Salaries on January 1, 1982, of 687 Full-time Faculty in 67 AALS Member Schools (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$23,000-23,499				1		11		6				
22,500-22,999						5	2	14				
22,000-22,499						8		7			1	
21,500-21,999								15				2
21,000-21,499						2		7	1	1	1	1
20,500-20,999						2		23				
20,000-20,499				1		1		13		1		
19,500-19,999							1	9		1	1	
19,000-19,499								10	1	2		1
18,500-18,999								7		3		
18,000-18,499								5				
17,500-17,999								3		3		
17,000-17,499								2		1		
16,500-16,999								1		1		
16,000-16,499								1				1
15,500-15,999												
15,000-15,499												
14,500-14,999										1		
14,000-14,499												
TOTALS	61	6	36	140	32	191	24	166	2	14	4	11

This is the third year in which AALS associate-member schools were invited to participate in the faculty survey. Questionnaires were sent to 31 schools listed as associate members in the summer 1981 issue of the Journal of Education for Librarianship. Omitted from this mailing, however, was the College of Librarianship, Wales. Included was the University of North Carolina at Greensboro because, while its program was accredited by ALA in 1982, this did not occur until after January 1, 1982, the cut-off date for the survey.

Of the 31 schools to which the request for data was sent, responses were received from 22. Of this number, however, data from only 18 could be used. St. Cloud State University's Center for Library and A-V Education reported that "our faculty assignments are drawn from the faculty of Learning Resources Services...none of the 28 persons teach full-time." The director of the Department of Library Science at Shippensburg State College responded but declined to participate because "we are short of manpower and undergoing some internal changes at this time..." The director of the Library Science Division at East Tennessee State University reported that "ETSU no longer offers a master's degree in L.S. I am the only faculty member and teach basic school library certification courses." Although the questionnaire was completed for the Department of Library Science of Western Kentucky University, the head of that program reported, "We are no longer an associate member of AALS because of a significant budget cut."

Usable data were provided by the following 18 AALS associate-member schools: Alabama A & M University (School of Library Media); Appalachian State University (Department of Library Science); Bowling Green State University (Department of Library and Educational Media); California State University (Library Services Credential Program); East Carolina University (Department of Library Science); Indiana State University (Department of Library Science); Kutztown State College (Department of Library Science); James Madison University (Department of Library Science and Educational Media); Mankato State University (Library Media Education Department); Memphis State University (Department of Library Service); University of North Carolina at Greensboro (Library Science/Educational Technology Division); University of Puerto Rico (Graduate School of Librarianship); Purdue University (Library Media and Instructional Development Section); Sam Houston State University (Library Science Department); Spalding College (Department of Library Science); Utah State University (Department of Instructional Media); West Virginia University (Department of Library Science); and Western Maryland College (Media/Library Science Program).

Three schools appear in this year's report that were not included last year: Alabama A & M (School of Library Media) which was among the AALS member schools in 1980-81; Memphis State University (Department of Library Service); and West Virginia University (Department of Library Science). On the other hand, 6 schools included last year did not respond for inclusion in the present report: A[illegible]urn University (Department of Educational Media); Bridgewater State College (Library Science Department); Murray State University (Department of Library Science); Shippensburg State College (Library Science Department); Southern Illinois University (Department of Curriculum, Instruction and Media); and the University of Wisconsin-Oshkosh (Department of Library Science). The University of Mississippi's Graduate School of Library and Information Science is included this year among the AALS member schools. (That program was accredited by the American Library Association in January 1981.) There were thus

7 schools that appeared among the AALS associate-member schools in 1980-81 that do not appear this year.

As has been noted in the two earlier reports, meaningful and comparable statistics are very difficult to compile from the data provided by the AALS associate-member schools. Whereas every AALS member school participated in this study, only 58 percent of the AALS associate-member schools chose to participate. Three of the 18 participating schools reported having only one full-time faculty member; in 2 instances the head of the program is only part-time. A number of the AALS associate-member schools have programs that give greater emphasis to instructional technology, educational media, or communication than they do to librarianship.

The following table shows the distribution of titles among the 16 executive officers who have full-time appointments.

TABLE I-28: Titles of 16 Heads of AALS Associate-Member Schools, January 1, 1982

Title	Number	Percentage
Dean	1	6.3
Director	1	6.3
Chair	10	62.5
Head	3	18.8
Coordinator	1	6.3

TABLE I-29: Organizational Status of 18 AALS Associate-Member Schools, January 1, 1982

Name	Number	Percentage
School	2	11.1
Division	1	5.6
Department	12	66.7
Program	2	11.1
Section	1	5.6

Among the 18 AALS associate-member schools contributing data for this survey, the number of full-time faculty varies from one to 10. Because in a number of these programs, degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full time to instruction in librarianship and/or information science.

Among the 18 associate-member schools, a total of 82 full-time faculty were reported (including the heads of 16 of these programs). The average faculty size was 4.56. This compares with an average faculty size of slightly over 5 last year when 23 associate-member schools reported a total of 117 full-time faculty. The average two years ago, in 1980, when 27 associate-member schools participated was 5.41. The average faculty size of 4.56 in the AALS associate-member schools in 1982 corresponds with an average of 10.23 in the 69 AALS member schools. The following table shows the considerable variation in full-time faculty size among the 18 schools.

TABLE I-30: Number of Full-time Faculty among 18 AALS Associate-Member Schools, January 1, 1982

Number of Full-time Faculty	Number of Schools	Percentage of Total (18)
1	3	16.7
2	1	5.6
3	1	5.6
4	3	16.7
5	5	27.8
6	1	5.6
7	3	16.7
8	0	-
9	0	-
10	1	5.6

Of the 82 full-time faculty, including executive officers, reported by 18 associate-member schools, 42 (51.2 percent) were males while 40 (48.8 percent) were females. When 23 associate-member schools participated in 1981, 56.4 percent of the faculty were males while 43.6 percent were females. Among the 27 participating schools in 1980, the percentage of males was 54.1 while that for females was 45.9. The sexes were thus more evenly represented in 1982 than in either of the two previous years.

TABLE I-31: Rank and Sex of Full-time Faculty in 18 AALS Associate-Member Schools, January 1, 1982

	Number	Rank	Males	Females
	16	Deans & Directors	11 (68.8%)	5 (31.2%)
	12	Professors	7 (58.3%)	5 (41.7%)
	27	Associate Professors	13 (48.1%)	14 (51.9%)
	26	Assistant Professors	9 (34.6%)	17 (65.4%)
	1	Instructor	0	1 (100%)
Total	82		40 (48.8%)	42 (51.2%)

Among the 16 full-time executive officers of AALS associate-member schools, 9 held fiscal-year appointments while 7 had academic-year appointments. Thirteen (81 percent) had earned doctorates; the 3 without doctorates held the master's degree in library science; one also had an advanced certificate. Of the 13 doctorates, 5 were in library science and one was in education and library science. The remaining 7 were in education, including instructional development, instruction and systems technology, educational technology, educational media, educational administration, and secondary education. While, as noted on page F-6, over 75 percent of the doctorates held by the deans and directors of the AALS member schools were in library and/or information science, the corresponding percentage among the heads of associate-member schools was 38.5. As noted in earlier reports, this difference can probably be explained by the fact that most of the AALS associate-member schools are organized as departments or divisions within schools of education. Of the 16 heads of the associate-member schools, all but 2 had tenure on January 1, 1982. Fourteen were white; there was one black and one Hispanic.

TABLE I-31a: Age Categories of 18 Full-time Heads of AALS Associate-Member Schools, January 1, 1982

Age Categories	Number & Percentage	
60-64	1	(6.3%)
55-59	2	(12.5%)
50-54	3	(18.8%)
45-49	5	(31.3%)
40-44	4	(25 %)
35-39	1	(6.3%)

Salaries were reported for each of the 16 full-time executive officers of AALS associate-member schools. Among the 9 who held fiscal-year appointments, the salary figure ranged from a high of $43,500 to a low of $19,900, with an average of $32,694 (median $32,100). This was an improvement over last year of 5.3 percent. The average 1982 salary among the deans and directors of AALS member schools with fiscal-year appointments was $45,653, a difference of $12,959. The average fiscal-year salary of the heads of the associate-member schools was thus 71.6 percent of the average for the AALS member schools.

The salaries for the 7 heads of AALS associate-member schools with academic-year appointments varied from a high of $32,259 to a low of $19,300, with an average of $28,289 (median $29,363). This represents an improvement of $1,088 over last year, or 4 percent. The average 1982 salary among the deans and directors of AALS member schools with academic-year appointments was $37,617, a difference of $9,328. The average academic-year salary of the heads of associate-member schools was thus 75.2 percent of the average for AALS member schools.

The length of service as executive officers of their respective schools is shown in Table I-32 for the heads of 16 AALS associate-member schools. Only one of the 16 was appointed during the past year. For 9 of the 16, their initial appointment as a faculty member had coincided with their appointment as executive officer. The other 7 had been members of their respective faculties before their appointment as executive officer.

TABLE I-32: Year of Appointment of 16 Heads of AALS Associate-Member Schools

Year	Number	Year	Number
1966	1	1977	3
1971	1	1978	1
1972	3	1979	2
1973	1	1980	2
1975	1	1981	1

The average term of administrative service for these 16 individuals was 5.4 years, essentially the same as for the corresponding group last year. The average for the heads of the AALS member schools was 6.4 years.

The academic rank of the 16 full-time heads of the AALS associate-member schools was as follows: professor, 9 (56 percent); associate professor, 6 (38 percent); and assistant professor, 1 (6 percent).

No AALS associate-member school reported having a full-time faculty member assigned to assist in administration.

Among the 82 full-time faculty in the 18 AALS associate-member schools participating in this survey, there were 9 new appointments in 1981-82 (including the appointment of one chair from within). These 9 new appointments represented nearly 11 percent of the total. Last year this percentage was 8.5. The rank and sex of these new appointments is shown below:

TABLE I-33: New Faculty Appointments in AALS Associate-Member Schools, 1981-82

Rank	Total Number	Males	Females
Deans & Directors	1*	0	1
Professors	0	0	0
Associate Professors	3	1	2
Assistant Professors	4	1	3
Instructors	1	0	1
Total	9	2	7

*This was an appointment from within.

As shown above, women considerably outnumbered men in new appointments in 1981-82 among the associate-member schools. Last year, the 10 new appointments among 23 schools were divided evenly between the two sexes, while in 1979-80 among the 14 new appointments within 27 schools, only 4 went to women.

Because of the very small number of new appointments when distributed by rank, the salary figures have little meaning. Of the three new associate professors, the high salary was $24,500 while the low was $21,384 (average $23,461). Among the four new assistant professors, the high salary was $24,000 while the low was $18,105 (average $20,626).

The three new associate professors had all completed their doctorates, in each case a Ph.D. in library science. Of the four new assistant professors, two held doctorates, one in library science and the other in education (administration and instruction). Of the 2 without doctorates, one had a master's degree in library science while the other had two master's degrees, one in library science and one in educational media.

The following table enables one to compare the average and median salaries of full-time faculty members, exclusive of deans and directors, of 18 AALS associate-member schools with those of AALS member schools.

TABLE I-34: Faculty Salary Comparisons, AALS Member Schools and Associate Member Schools, 1981-82

Faculty Rank & Term of Appointment	AALS Member Schools		AALS Associate-Member Schools	
	Average	Median	Average	Median
Professors (fiscal year)	$43,688	$43,568	-	-
Professors (academic year)	34,364	33,854	28,862	27,696
Assoc. Professors (fiscal year)	37,195	36,262	29,386	30,700
Assoc. Professors (academic year)	27,058	26,400	23,835	24,458
Asst. Professors (fiscal year)	29,909	28,157	22,855	22,855
Asst. Professors (academic year)	22,041	21,501	20,935	20,579
Instructors (fiscal year)	20,000	20,000	-	-
Instructors (academic year)	18,383	18,638	-	-
Lecturers (fiscal year)	25,843	21,500	-	-
Lecturers (academic year)	25,386	25,761	-	-

The following table enables one to compare the average salary of male and female faculty among the principal academic ranks for those having academic year appointments. There were too few individuals having fiscal year appointments to allow meaningful comparisons.

TABLE I-35: Comparisons of Average Faculty Salaries for Males & Females in 18 AALS Associate-Member Schools, 1981-82

Academic Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Professor	6	$29,823	5	$27,707
Assoc. Professor	9	24,133	13	23,397
Asst. Professor	7	21,066	17	20,881

Of the 82 full-time faculty in the 18 associate-member schools represented in this survey, a total of 10 were identified as minority (4 blacks, 5 Hispanics, and one Asian Pacific). It is appropriate to note, however, that the 5 Hispanics are members of the faculty at the University of Puerto Rico while 3 of the blacks were members of the faculty at Alabama A & M University.

As shown in the following table, 29 of the 82 full-time faculty in the associate-member schools were 50 years of age or older on January 1, 1982. This amounts to only 35.4 percent, a sharp drop from last year when 42.7 percent of the 117 individuals reported were 50 or older. (In 1980, however, this percentage had been 39.1.) It should be noted that the associate-member schools involved in this survey have differed considerably during the past three years, which makes comparisons difficult.

TABLE I-36: Age Categories of 82 Full-time Faculty in 18 AALS Associate-Member Schools on January 1, 1982

	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors		1	2	3	5	4	1			16
Professors		2	2	6	2					12
Assoc. Prof.			5	3	6	7	3	3		27
Asst. Prof.		1		4	6	6	7	1	1	26
Instructors							1			1
Total		4	9	16	19	17	12	4	1	82

Of the 82 full-time faculty, including the heads of 16 schools, 57 (69.5 percent) had earned doctorates as of January 1, 1982. This is a slight increase over the 68.4 percent holding doctorates on January 1, 1981. In 1980, the percentage was 71.9. Whereas 69.5 percent of the faculty in the associate-member schools had doctorates in 1982, among the AALS member schools this percentage was 71.5.

Of the 57 faculty with doctorates in associate-member schools, 30 (52.6 percent) were males and 27 (47.4 percent) were females.

Of the 57 doctorates held among the faculty of the 18 associate-member schools, 27 (47.4 percent) were in library and/or information science (this compares with 40 percent last year). The 30 doctorates outside library and/or information science were largely in education, as the following list indicates.

TABLE I-37: Earned Doctorates Outside Library and/or Information Science Held by Faculty in 18 AALS Associate-Member Schools, January 1, 1982

Education	2
Education & Library Science	1
Instructional Technology (including instructional development, educational communication, and media)	12
Elementary Education	1
Secondary Education	1
Higher Education	3
Educational Administration	3
Adult Education	1
Curriculum & Instruction	1
Administration & Instruction	1
Reading	1
History	1
English Language & Literature	1
Spanish Studies	1
Total	30

The following table gives the length of service of each full-time faculty member within his/her respective school among the 18 associate-member schools participating in this survey. From this, it can be calculated that 35 faculty members (42.7 percent) have been employed by their present schools for a decade or more (initial appointment prior to 1972). This is almost identical with the percentage (42.2) among the AALS member-schools' faculty.

TABLE I-38: Year of Initial Full-time Faculty Appointment at Present AALS Associate-Member Schools of 82 Individuals

	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1948				1								1
1949	1										1	
1950												
1951												
1952												
1953												
1954					1						1	
1955												
1956			1								1	
1957							1				1	
1958		1										1
1959			1	1							1	1
1960												
1961			1		1						2	
1962			1	1							1	1
1963			1								1	
1964		1						1				2
1965												
1966												
1967	1				1						2	
1968			1								1	
1969	1			2		5					1	7
1970	2					1		1			2	2
1971	1				1		2	1			4	1
1972		1			2	1					2	2
1973	1					1	1	2			2	3
1974					1			1			1	1
1975	1		1		1	1	1	1			4	2
1976					2	1		3			2	4
1977		2			1	1	1				2	3
1978	1					1		2			1	3
1979							2	1			2	1
1980	2				1			1			3	1
1981					1	2		3		1	1	6
1982							1				1	
Total	11	5	7	5	13	14	9	17		1	40	42

The following table shows the year of appointment of each of the 82 full-time faculty members to his/her present academic rank, whether this was the initial rank to which the individual was appointed or whether there has been a promotion since the initial appointment. The heads of schools have been included and tabulated according to their academic titles.

TABLE I-39: Year of Appointment to Present Rank of 82 Faculty in 18 AALS Associate-Member Schools

	Professors		Associate Profs.		Assistant Profs.		Instructors		Total	
	M	F	M	F	M	F	M	F	M	F
1964						1				1
1965										
1966	2				1				3	
1967										
1968										
1969										
1970			1						1	
1971				1	1	1			1	2
1972	2	1				1			2	2
1973			3	1	1	2			4	3
1974	1		2			1			3	1
1975	2		2			1			4	1
1976		1	1	1		2			1	4
1977	2	2	1	1	1	2			4	5
1978	3	4	1	2	1	2			5	8
1979			1	4	2	1			3	5
1980	1		3	1	1				5	1
1981			3	4		4		1	3	9
1982					1				1	
Total	13	8	18	15	9	18		1	40	42

Among the 82 faculty members under review here, only 5 were promoted to a higher academic rank in 1981-82. Four (2 males and 2 females) were promoted, with tenure, to associate professor. One female was promoted to assistant professor.

Of these 82 faculty members, 56 (68.3 percent) were tenured on January 1, 1982, including 10 assistant professors. This compares to 70.9 percent who were tenured last year within the AALS associate-member group. As noted on page F-24, 65 percent of the full-time faculty at AALS member schools had tenure on January 1, 1982.

In the table that follows, the salaries of the 82 faculty members in 18 AALS associate-member schools included in this study are distributed by rank in $500 blocks.

TABLE I-40: Faculty Salaries, 1981-82, by Rank in $500 Blocks (18 AALS Associate-Member Schools)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$43,500-43,999	1											
40,000-40,499	1											
39,500-39,999												
39,000-39,499												
38,500-38,999												
38,000-38,499	1											
37,500-37,999												
37,000-37,499												
36,500-36,999												
36,000-36,499												
35,500-35,999												
35,000-35,499												
34,500-34,999	1											
34,000-34,499				2								
33,500-33,999												
33,000-33,499												
32,500-32,999												
32,000-32,499	1	2	1		1							
31,500-31,999				1	1							
31,000-31,499	1											
30,500-30,999		1		1	1							
30,000-30,499	1											
29,500-29,999												
29,000-29,499		1										
28,500-28,999				1		1						
28,000-28,499		1										
27,500-27,999				2	1	1		1				

TABLE I-40: Faculty Salaries, 1981-82, by Rank in $500 Blocks (18 AALS Associate-Member Schools) (cont.)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
$27,000-27,499												
26,500-26,999				2		2						
26,000-26,499		1				3						
25,500-25,999				1			1					
25,000-25,499												
24,500-24,999					1	3						
24,000-24,499	1					2		1				
23,500-23,999						1						
23,000-23,499				1		1		1				
22,500-22,999						1		1				
22,000-22,499								2				
21,500-21,999								2				
21,000-21,499						3		2				
20,500-20,999								3				
20,000-20,499						1	1	3				
19,500-19,999	1					1		3				
19,000-19,499		1										
18,500-18,999						1		2				
18,000-18,499						1		2				
17,500-17,999								1				
14,500-14,999									1			
14,000-14,499												
Totals	9	7	1	11	5	22	2	24	1			

Part II:

This is the third year in which the writer's survey regarding individual faculty salaries and related data has been supplemented with information provided in response to the general AALS questionnaire. The data in Part I have been presented in accordance with the writer's commitment to confidentiality--no school is identified there with specific information. In Part II, however, no such restriction has been placed by the schools, and they are freely identified with the data that they provided.

The deans and directors of all 69 schools with ALA accredited programs responded to the AALS general questionnaire on faculty as they did to the writer's separate request regarding individual faculty. This is the first time that there has been a 100 percent response from the AALS member schools to both questionnaires. For a complete list of these 69 schools, see page F-2.

Unfortunately, no such consistency exists for the AALS associate member schools; as will be seen in the tables that follow, only 11 such schools are represented in Part II of the Faculty section. In response to the writer's request for individual faculty data presented in Part I, usable information was provided by 18 associate-member schools. (A list of these schools appears on page F-32.) Although Western Kentucky University's Department of Library Science responded to both questionnaires, its statement that it was no longer an associate member of AALS led the writer to omit it from both Part I and Part II. Likewise, St. Cloud State University's Center for Library and A-V Education has been omitted --in that school's response to the faculty section of the AALS questionnaire the statement was appended: "This section is just impossible to do. Our faculty assignments are drawn from the faculty of Learning Resources Services."

Ten AALS associate-member schools that responded to the writer's request for individual faculty data did not respond to the AALS questionnaire. These were the programs at the following institutions: Bowling Green State, California State, East Carolina, James Madison, Memphis State, Puerto Rico, Purdue, Spalding College, Utah State, and West Virginia. On the other hand, three AALS associate-member schools responded to the AALS questionnaire, (and are thus included in Part II of the faculty section) that did not respond to the writer's questionnaire on individual faculty. These were: Baylor University (Department of Library Science); the University of Central Arkansas (Department of Educational Media/Library Science); and Southern Illinois University (Department of Curriculum, Instruction and Media).

To further minimize the comparative value of the data reported here regarding the associate-member schools, six programs included in Part II of the faculty section of last year's report did not complete the questionnaire for 1980-81. Furthermore, the library school at the University of Mississippi, following its accreditation by ALA, has been transferred from the associate-member group of schools to the AALS member schools in this report. No attempt will be made in the present report, therefore, to provide comparative statistics for the associate-member schools.

The first question in the faculty section of the AALS questionnaire asked for the type of calendar in use (i.e., semester, quarter, trimester, etc.) The answer provided has been incorporated with the request for the number of full-time faculty to form the basis for the following tables. As noted in last year's report, it is probably only the data provided in the fall term for each school that has real comparative value--the fall is the only academic term that all schools have in common regardless of calendar.

It should also be noted that the total full-time faculty among the 69 AALS member schools given in Part I of this section (706) represented the situation on January 1, 1982. This total differs only slightly, however, from the total reported by the 69 schools for the fall term 1980 (707). On the basis of this latter figure, the average full-time faculty size was 10.25 in the fall term 1980. On January 1, 1982, the average was 10.23.

TABLE I-41: Full-time Faculty in 69 AALS Member Schools, 1980-81

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	9		11	8
Albany	Semester	14		14	6
Alberta	Semester	10	10	10	10
Arizona	Semester	9		10	5
Atlanta	Semester	7	7		7
Ball State*	Quarter	10	10	10	1/1
Brigham Young*	Trimester	8	8	4	5
British Columbia	Semester	10	10		1
Buffalo	Semester	9		9	4
Calif.-Berkeley	Trimester	11	12	13	3
Calif.-L.A.	Quarter	12	12	12	4
Case Western	Semester	14		14	14
Catholic	Semester	12		12	11
Chicago	Quarter	9	9	9	9
Clarion State	Semester	8		8	3
Columbia	Semester	12		13	6
Dalhousie	Semester	7	7		1
Denver	Quarter	16	16	15	10
Drexel	Quarter	13	13	13	12
Emory	Quarter	7	8	8	7
Emporia	Semester	8		8	5
Florida State*	Quarter	12	12	12	(?)
Geneseo	Semester	9		9	7
Hawaii	Semester	7		8	6
Illinois	Semester	14		14	7
Indiana	Semester	11		10	12
Iowa	Semester	7		8	4
Kent State	Semester	8		9	6
Kentucky	Semester	12		13	7
Long Island	Semester	10		10	6
Louisiana State	Semester	7		7	7
Maryland	Semester	16		16	11
McGill	Semester	6	6		0
Michigan*	Trimester	17	17	9	13
Minnesota*	Quarter	9	9	9	5/5

TABLE I-41: Full-time Faculty in 69 AALS Member Schools, 1980-81 (cont.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Mississippi*	Semester	6		6	(?)
Missouri	Semester	12	12		4
Montreal	Semester	9	9		
North Carolina	Semester	14		12	7
N. C. Central	Semester	10	10	10	5
Northern Illinois	Semester	6		6	4
N. Texas State*	Semester	9		9	(?)
Oklahoma	Semester	9		9	
Peabody	Semester	7		7	7
Pittsburgh*	(See note)	21	21	13	11
Pratt	Semester	7		7	4
Queens	Semester	7		7	2
Rhode Island	Semester	9		9	6
Rosary	Semester	8		8	8
Rutgers*	Semester	16		18	
St. John's	Semester	6		6	1
San Jose State	Semester	9		9	8
Simmons	Semester	16		16	14
South Carolina	Semester	10		10	9
Southern Calif.	Semester	11		10	7
Southern Conn.	Semester	9		9	6
Southern Miss.	Semester	10		10	7
South Florida*	(See note)	9	9	9	4
Syracuse	Semester	12		12	5
Tennessee	Quarter	9	9	9	8
Texas	Semester	14		14	12
Texas Woman's*	Semester	9		8	4/3
Toronto*	Semester	17	16		3
Washington*	Quarter	9	10	10	1/2
Wayne State*	Semester	7	7	5	1
Western Michigan	Trimester	10	9	3	5
Western Ontario*	Trimester	11	12	10	3
Wisc.-Madison	Semester	11	11		7
Wisc.-Milwaukee	Semester	8		8	8

*Notes: Table I-41

Ball State: "Two summer sessions, 5 weeks each, 1 First Session, 1 Second Session."

Brigham Young: "Spring and Summer are half-semesters."

Florida State: Summer reported as 9.5 FTE

Michigan: "Spring and Summer are both half terms."

Minnesota: "5 in ISS and 5 in IISS."

Mississippi: Summer reported as 2.75 FTE

North Texas: Summer reported as 8 FTE

Pittsburgh: Calendar explained as "Two (2) 14-week Terms (Fall & Winter) plus one (1) Term (Spring) with optional subdivision into two (2) 7-week sessions."

Notes to Table I-41 (cont.):

Rutgers: "No faculty with 12 month appointments taught in summer 1980. The five faculty members with 10 month appointments who taught have been counted as part-time."

South Florida: "In Fall 1981 we switched from quarters to semesters."

Texas Woman's: The summer term was reported as 4 full-time faculty in SSI and 3 in SSII.

Toronto: Fall term, "17 + 1 on leave"; Winter term, "16 + 2 on leave."

Washington: Summer term: "1 a-term; 2 b-term."

Wayne State: "Full-time faculty are classed as part-time in Sp./Summer."

Western Ontario: "The total number of faculty was 17. 4, 5, or 6 were on a 'term off from teaching' in any one term."

TABLE I-42: Full-time Faculty in 11 AALS Associate-Member Schools, 1980-81

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama A & M	Semester	4		4	4
Appalachian State	Semester	8		8	8
Baylor	Semester	2		2	2
Central Arkansas	Semester	4		4	4
Indiana State	Semester	5		5	4
Kutztown State	Semester	3		3	3
Mankato State	Quarter	6	6	6	5
N.C.-Greensboro	Semester	6		6	6
Shippensburg State	Semester	9		9	7
Southern Illinois	Semester	5		5	5
Western Maryland	Semester	1	1	1	1

The second question on the AALS questionnaire pertained to the number of part-time faculty employed by each school during 1980-81. In identifying part-time faculty, schools were requested not to include (1) the advanced student who assists a regular faculty member in the teaching of a course; (2) a technician in charge of laboratory sessions for such courses as cataloging or media production; (3) a library science librarian who instructs students in the use of the library; and (4) the librarian who provides internships for library science students in his/her library.

From Table I-43 that follows it can be seen that all but three schools (Clarion State, Mississippi, and San Jose) made use of one or more part-time faculty at some point during 1980-81. Among the 66 schools that engaged part-time faculty, the number varied from one to 23 in any single term. These figures do not, of course, reveal the level of courses taught by these part-time faculty. In some instances, it is known that such persons taught undergraduate courses on the use of the library while at the other extreme others conducted seminars for doctoral students.

TABLE I-43: Part-time Faculty in 69 AALS Member Schools, 1980-81

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama	3	.64			2	.25	5	2.5
Albany	3	1			7	2.3	4	?
Alberta	2	1	2	1	1	.33	2	.67
Arizona	2	.66			2	.44		
Atlanta	7	7	7	7			8	7.33
Ball State			3	1.33	2	.53	7	3.57
							4	1.85
Brigham Young	4	.75	5	.75	3	.33	3	.5
British Columbia	1	.2	4	.8			3	.6
Buffalo	3	.75			5	1.25	1	.25
Calif.-Berkeley	23	2.51	17	2	23	2.47	7	.58
Calif.-L.A.	9	1.01	9	1.09	10	1.06	1	.085
Case Western	13	4.3			13	4.3	13	4.3
Catholic	15	5			17	5.66	21	7
Chicago	3	1.5	4	2	4	2	2	1
Clarion State								
Columbia	3	1			11	3.67	8	4
Dalhousie	7	?	10	?				
Denver	1	.3	2	.6	5	1.4	8	1.9
Drexel	2	.67	7	2.33	6	2	5	1.5
Emory	1	.5	1	.5	4	2.2	5	2.2
Emporia	2	.67			5	1.55	10	4.9
Florida State							2	.5
Geneseo	1	.33			3	1	7	2.33
Hawaii	1	.5	2	.6				
Illinois	5	1.67			6	2	5	2.5
Indiana	4	1.4			11	3.78	6	3
Iowa	3	1			5	1.67	5	2.5
Kent State	6	1.5			7	1.5	15	2.5
Kentucky	2	.67			4	1.34	6	2
Long Island	8	1			2	.5	2	.5
Louisiana State	4	1.33			2	.67	1	.67
Maryland	10	2			10	2	2	1
McGill	5	2.5	5	2.5			2	1
Michigan	5	2.2	2	.8	4	2	2	1
Minnesota					1	.5		
Mississippi								
Missouri	1	.5	1	.5			9	.5
Montreal	9	2.25	7	1.75				
North Carolina	3	1			4	1.33	7	3.5
N.Carolina Central							1	.5
Northern Illinois	6	?			5	?	3	?
North Texas State	1	.33			1	.33	5	2.33
Oklahoma	1	.3			1	.3		
Peabody	1	?			1	?	9	?
Pittsburgh	6	2.4	12	4.8	13	5.2	2	.8
Pratt	9	3			6	2	1	.3
Queens	5	?			6	?	1	.33

TABLE I-43: Part-time Faculty in 69 AALS Member Schools, 1980-81 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Rhode Island	6	2			5	1.67	3	1.5
Rosary	4	1.33			4	1.66	2	1
Rutgers	9	3			10	3.33	16	5.33
St. John's	2	?			1	?	2	.67
San Jose State								
Simmons	1	.33			6	2	6	2
South Carolina	5	1.3			5	1	5	1.25
Southern Calif.					4	1.3	8	3.3
Southern Conn.	5	2			3	1	1	.33
Southern Miss.	4	1.33			4	1.33	4	1.33
South Florida			1	.33			1	.33
Syracuse	4	1			5	1.25	9	4.5
Tennessee	1	.33	1	.33	2	.6	4	1.32
Texas	4	1.5			3	1.16	3	1.5
Texas Woman's	4	1			6	1.5	4	2
							5	2.5
Toronto	6	?	8	?			1	?
Washington	1	.5	5	2.5	7	3.5	3	.75
Wayne State	3	1.33	3	1.33	3	1.33	-	
Western Michigan	4	.8	1	.3	5	1.6	4	.4
Western Ontario	2	.6	7	2	3	1	2	.6
Wisc.-Madison	8	2.57	7	2.32			6	3
Wisc.-Milwaukee	4	1			2	.5	2	.67

There is a great variation among schools in the method used to compute FTE for part-time faculty. To bring some degree of meaning to these figures, each school was asked to provide its formula. Following are the responses from the AALS member schools.

Alabama. "Academic semester, 8 credits = 1 FTE; summer term, 6 credits = 1 FTE."

Albany. "Institutional Research Office does not compute FTE for Summer Session. The above numbers are approximations."

Alberta. "3 courses 1 term = 1 FTE, 2 = .67 FTE, and 1 = .33 FTE."

Arizona. "9 units per semester."

Atlanta. "9 semester hours = 1 FTE."

Ball State. "Number of credit hours taught divided by 12 (full-time faculty load); for summer sessions, divisor is 7 (full-time faculty load)." Summer session explanation: "full-time faculty members who taught less than full-time during one or two (or both) summer sessions."

Brigham Young. "12 credits = 1 FTE."

British Columbia. "Normal faculty load is 5 courses x 1.5 units. Part-time faculty each teach a course worth 1.5 units."

Buffalo. No response.

Calif.-Berkeley. "100% salary for 9 month academic year = 1.00 FTE."

Calif.-L.A. "Professorial Series - Full Time - 2 courses per qtr. - 1.00 ÷ 6 = 17 (Value of Course). Lecturer Series - Full Time - 3 courses per qtr. - 1.00 ÷ 9 = 11 (Value of Course). Librarians Teaching Part Time - 1 course = .09 of full FTE."

Case Western. "Part-time FTE; 1 course = 1/5. Those who direct a program or perform a special related function were credited with 1/10."

Catholic. "The full-time graduate teaching load equals 3 sections. Three part-time faculty teaching one section each = 1 FTE."

Chicago. "2 courses equal full time."

Clarion. No part-time faculty used.

Columbia. "1 class = 1/3."

Dalhousie. No response.

Denver. "10 quarter credits equal one FTE."

Drexel. "FT = 3 courses (12 credits)."

Emory. "Full time teaching load figured on basis of 10 quarter hours per quarter."

Emporia. "Fall and spring: 9 hr. = 1 FTE. Summer: 10 hr. = 1 FTE."

Florida State. "3 courses = .75 fte
Counseling, etc. = .25 > 1.0 fte"

Geneseo. "Full-time teaching load in regular semester is 9 credit hours. Therefore, part-time person teaching one 3-hour course equals .333 FTE."

Hawaii. "Full time = 9 credits taught."

Illinois. "Fall and Spring 1.0 FTE = 3 courses; SS 1.0 FTE = 2 courses."

Indiana. No response.

Iowa. "One course per semester = one third time load. One course per summer session = one half time load."

Kent State. "For part-time faculty, 15 credit hours equal 1 FTE. For example, one 3-hour course = .2 FTE."

Kentucky. "Full time faculty load would be 3 courses. Therefore 2 courses taught by PT faculty would be 2/3 FTE or .67."

Long Island. "4 courses - 1 faculty member."

Louisiana State. "3 courses - full time."

Maryland. "Fall and Spring 1 course = 20% time. Summer 1 course = 50% time."

McGill. " # courses taught /2."

Michigan. "In a full term, 3 courses are considered full time, two are 2/3, and one is 1/3. In a half-term, 2 courses are considered full time, and one course is considered 1/2 time."

Minnesota. ".5 time for one course."

Mississippi. No part-time faculty used.

Missouri. "By University Appt. (Full time Faculty member is 100% FTE)."

Montreal. "FTE: 1/4 = Regular teaching load of professor being 12 credits (4 half courses each trimester.)"

North Carolina. "During academic year, 1 course = .33; during summer, 1 course = .50."

North Carolina Central. "Regular term: 1.00 = 9 hrs.; .75 = 6 hrs.; .5 = 3 hrs. Summer: divide total hrs. by 9."

Northern Illinois. No response.

North Texas State. "Three courses = one FTE."

Oklahoma. No response.

Peabody. No response.

Pittsburgh. "One (1) part-time faculty member = .4 FTE."

Pratt. "3 courses = full time."

Queens. "3 courses = 1 FTE faculty member."

Rhode Island. "Fall/Spring - 3 courses = FT; Summer - 2 courses = FT."

Rosary. "3 courses (9 semester hours) is full-time for faculty during academic year; 2 courses for summer."

Rutgers. "1 FTE faculty member = 3 3-credit courses/semester."

St. John's. "1 course = .34 FTE."

San Jose. No part-time faculty used.

Simmons. "3 courses (full course load for full time faculty) equals 1 FTE."

South Carolina. "Total number of hours taught by part-time faculty divided by twelve (considered full load)."

Southern Calif. "3 courses per full time faculty member."

Southern Conn. "Full-time equals 3 (3 cr.) courses."

Southern Miss. "9 cr. hrs. = 1 FTE."

South Florida. "12 hours equals one FTE; 1 course of 4 hours equals .33."

Syracuse. "Fall/Spring - 1 FTE = 4 courses; Summer FTE = 2 courses."

Tennessee. "1 course = .33 time."

Texas. "Nine workload credits (two graduate-level courses totaling 6 semester hours) = full time."

Texas Woman's. ".25 per course x 3 (full course load) + .25 research release time."

Toronto. No response.

Washington. "Informal formula during academic year is 1 course = 50% time. Summer quarter: 1 course for 1/2 of summer term = 25%; 1 course for full summer = 50%."

Wayne State. "10 semester hrs."

Western Michigan. "9 credit hours = full time."

Western Ontario. No response.

Wisconsin-Madison. "Most courses are computed as .25 for each semester. Occasionally courses with large enrollments and/or laboratory sections are computed as .33."

Wisconsin-Milwaukee. "Fall and spring: one three credit course = .25 FTE. Summer: one three credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 11 AALS Associate-Member Schools, 1980-81

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama A & M	1	.33			1	.33		
Appalachian State	7	1.33			7	1.58	8	2.58
Baylor	1	.25			2	.75	1	.25
Central Arkansas	1	.5			1	.5	1	.5
Indiana State					1	.3		
Kutztown State	1	.5			2	.7	1	.5
Mankato State	1	?	1	?	1	?	1	?
N.C.-Greensboro	3	.5			2	.43		
Shippensburg State	1	.33			1	.33	3	2
Southern Illinois	3	?			3	?		
Western Maryland	1	?	1	?			2	?

The 11 AALS associate-member schools responded as follows to the question regarding their formula for computing the FTE of full-time faculty.

Alabama A & M. "Number of courses offered; Number of faculty involved."

Appalachian State. "12 s.h. = 1 FTE."

Baylor. "Full time is 12 semester hours; 3/4 time is 9 sh or .75 FTE, 1/2 time is 6 sh or .50 FTE; 1/4 time is 3 sh or .25 FTE."

Central Arkansas. No response.

Indiana State. "9 semester hrs. = 1 FTE."

Kutztown State. "12 S.H. - full time."

Mankato State. No response.

North Carolina at Greensboro. "3 courses per semester."

Shippensburg State. "One 3 hour class represents 1/3 part of a full teaching load (9 hrs.); 6 hrs. constitutes a full time load in a summer session."

Southern Illinois. No response.

Western Maryland. No response.

The fourth question on the faculty section of the AALS questionnaire asked for the average percentage of salary improvement for full-time faculty in 1980-81 over the previous year. This was followed by a question asking the basis on which the improvements in faculty salaries were made. The responses to both of these questions have been tabulated in Tables I-45 and I-46.

Among the 65 AALS member schools that provided a percentage figure of increase, the average ranged from a low of 2.2 to a high of 19; the overall average was 9.37. Among the 8 associate-member schools that provided a percentage figure, the low was 6 and the high was 15, for an overall average of 12.3. Last year among the 58 AALS member schools reporting a percentage, the overall average was 8.27 while among 9 associate-member schools the figure was 6.96.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 69 AALS Member Schools in 1980-81

School	Percentage of Improvement	Basis for Improvement
Alabama	9.1	Merit alone
Albany	8	Merit & across-the-board
Alberta	11.27	Cost-of-living and merit
Arizona	12	Merit (10%) and cost-of-living (2%) and to achieve equity
Atlanta	7	Cost-of-living and merit

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 69 AALS Member Schools in 1980-81 (cont.)

School	Percentage of Improvement	Basis for Improvement
Ball State	6.1474	45% of the amount available was distributed in equal shares; 45% on a percentage basis, based on existing salary; and 10% to achieve equity
Brigham Young	"Confidential"	Merit alone
British Columbia	11	Union contract, cost-of-living, merit, and "career progress"
Buffalo	7.5	Union contract, cost-of-living, merit, and to achieve equity
Calif.-Berkeley	14.4	Cost-of-living and merit
Calif.-Los Angeles	7.28	Cost-of-living and merit for continuing faculty
Case Western	8	Merit and to achieve equity
Catholic	7	Across-the-board
Chicago	No response	
Clarion State	6.4	Union contract
Columbia	11	Cost-of-living, merit, & to achieve equity
Dalhousie	No response	Union contract, cost-of-living, & merit
Denver	11.2	Cost-of-living & merit
Drexel	8.5	Cost-of-living & merit
Emory	13	Cost-of-living & merit
Emporia	9.6	Merit alone
Florida State	7.5	Union contract, cost-of-living, merit, and "use of Bidlack statistics on AALS salaries"
Geneseo	7	Union contract, plus (a) President has discretionary funds to award merit; (b) one promotion (effective 9-1-80) gave small increase
Hawaii	7% + $240	Union contract, merit & across the board
Illinois	8	Cost-of-living, merit, & to achieve equity
Indiana	11.9	Cost-of-living & merit
Iowa	8	Cost-of-living & merit
Kent State	10.03	Union contract, cost-of-living & merit
Kentucky	14.7	Cost-of-living, merit, and "adjustments to better compare with 'benchmark' institutions"
Long Island	10	Union contract
Louisiana State	19	Cost-of-living & merit
Maryland	2.2	Merit alone
McGill	No response	Across the board
Michigan	9.5	Merit alone
Minnesota	5.5	Cost-of-living & merit
Mississippi	12.6	Cost-of-living & merit
Missouri	8.27	Merit alone

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 69 AALS Member Schools in 1980-81 (cont.)

School	Percentage of Improvement	Basis for Improvement
Montreal	11.2	"Includes part of the 1979-80 retroactively, across the board & cost-of-living, and scale progression"
North Carolina	15	Cost-of-living & merit
North Carolina Central	10	Across the board, cost-of-living, & merit
Northern Illinois	Ca. 7	Cost-of-living & merit
North Texas State	5.1	Merit alone
Oklahoma	12	Cost-of-living & merit
Peabody	10	Cost-of-living, merit, & to achieve equity
Pittsburgh	10	Cost-of-living, merit, & to achieve equity
Pratt	5% + $400	Across the board
Queens	12	Union contract
Rhode Island	8.67	Across the board
Rosary	10	Across the board
Rutgers	9.2	Union contract
St. John's	7	Union contract
San Jose State	6	Across the board
Simmons	15.5	Cost-of-living, merit, & to achieve equity
South Carolina	10.3	Merit alone
Southern Calif.	9.5	Cost-of-living & merit
Southern Conn.	7	Union contract
Southern Miss.	10	Cost-of-living & merit
South Florida	10	Union contract, cost-of-living & merit
Syracuse	9	Cost-of-living & merit
Tennessee	7*	Cost-of-living, merit, & to achieve equity
Texas	5.1	Merit alone
Texas Woman's	10	Merit & across the board
Toronto	12.4	Cost-of-living, merit, & to achieve equity
Washington	9.62	Cost-of-living & merit
Wayne State	9.5	Union contract, across the board, merit, & to achieve equity
Western Michigan	8	Across the board
Western Ontario	13	Cost-of-living & merit
Wisc.-Madison	7.5	Cost-of-living, merit, & to achieve equity
Wisc.-Milwaukee	7.03	Cost-of-living, merit, seniority, & to achieve equity

*(Note on Tennessee: "2% + equivalent of additional 5% through STATE assumption of payment of employee share of retirement for a total of 7%.")

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 11 AALS Associate-Member Schools, 1980-81

School	Percentage of Improvement	Basis for Improvement
Alabama A & M	6	Across the board
Appalachian State	10	Cost-of-living & merit
Baylor	9	Merit alone
Central Arkansas	15	Cost-of-living, merit, seniority, & to achieve equity
Indiana State	6	Cost-of-living & merit
Kutztown State	No response	Union contract
Mankato State	No response	Union contract
N.C.-Greensboro	4.7	Cost-of-living, merit, & to achieve equity
Shippensburg State	10.2	Cost-of-living & merit
Southern Illinois	No response	Cost-of-living & merit
Western Maryland	8	Across the board

Question 6 of the faculty section of the AALS questionnaire pertained to replacements of full-time faculty during 1980-81. As shown in Table I-47, a total of 40 individuals were appointed during 1980-81 to fill faculty vacancies in 31 different AALS member schools. While this table reveals that among the new appointments, there were 6 professors and 6 associate professors, the former faculty members who were replaced included 11 professors and 9 associate professors. Although the former faculty that were replaced included 19 assistant professors and one instructor, among the new replacements there were 24 assistant professors, 3 instructors, and one lecturer. Thus, while there was a number of exceptions, there was an obvious tendency to replace senior faculty with junior faculty.

As revealed in Table I-47a, there were 23 faculty vacancies during 1980-81 among the 69 AALS member schools for which funding was available but which could not be filled during the year. There were two additional vacancies for which funding was temporarily frozen and another instance in which funding was deferred until the fall of 1981. From the notes appended to this list, the reader will see that, in a number of instances, appointments had been made for 1981-82 by the time the questionnaire was completed in the fall of 1981. As can be seen from the table, roughly half of the openings were at the assistant professor level while for the rest there was some flexibility.

Question 8 in the faculty section of the AALS questionnaire asked whether these were full-time faculty positions lost during 1980-81 because of funding reductions. Only 7 schools responded affirmatively to this question with a total of 9 positions. In three instances, there was reason to hope that funding would be restored after a year or two. In not every instance, however, was the funding lost to the school's budget. One school explained: "One assistant professor died and the position was converted to additional support for recruiting and for supplies and expense budget." Another reported that while a professor was not replaced, "funding was not lost but used for other purposes."

Question 9 asked whether there had been new faculty positions created and funded in 1980-81. Ten such additions were reported, as follows:

British Columbia. "1 Assistant Professor (in new programme leading to Master of Archival Studies degree.)"

Columbia. "1 for new conservation program."

Oklahoma. "One assistant professor."

Peabody. "A part-time faculty member was appointed to begin full-time."

Pittsburgh. "One (1) Assistant Professor."

San Jose. "One assoc. prof."

South Carolina. "Assistant Professor - 1."

Southern Mississippi. "2 positions were transferred to the Library School from the College of Education, 1 associate professor and 1 assistant professor."

Texas Woman's. "One Assistant Professor (filled, Sept. 1981.)"

TABLE I-47: Faculty Replacement Appointments Made Among 31 AALS Member Schools in 1980-81

Arizona	One associate professor replaced by a professor.
Atlanta	One assistant professor replaced by an assistant professor.
Ball State	One professor replaced by an assistant professor.
Buffalo	One associate professor replaced by an assistant professor.
Calif.-Berkeley	One professor replaced by an assistant professor.
Calif.-L.A.	One associate professor and 3 assistant professors replaced by 2 associate professors and 2 assistant professors.
Case Western	One professor replaced by a professor.
Denver	One professor and one associate professor replaced by one professor.
Emory	One assistant professor replaced by an assistant professor.
Emporia	One assistant professor replaced by a lecturer. One director and professor replaced by one interim director and professor.
Geneseo	One instructor replaced by an instructor.
Hawaii	One assistant professor replaced by an assistant professor and one professor replaced by a professor.
Illinois	One professor replaced by an associate professor and one visiting assistant professor replaced by an assistant professor.
Indiana	One associate professor replaced by an assistant professor.
Iowa	One associate professor replaced temporarily by a visiting instructor and one assistant professor replaced by an assistant professor.

TABLE I-47: Faculty Replacement Appointments Made Among 31 AALS Member Schools in 1980-81 (cont.)

Kentucky	One assistant professor replaced by an assistant professor.
Maryland	One assistant professor replaced by an instructor; and one dean (an associate professor) replaced by an acting dean (a professor) from within the faculty.
McGill	One professor replaced by an associate professor.
Michigan	One professor replaced by an assistant professor.
Montreal	One visiting professor replaced by an assistant professor.
Northern Illinois	One assistant professor replaced by an assistant professor.
North Texas	One assistant professor replaced by a professor.
Oklahoma	One assistant professor replaced by an associate professor.
Pittsburgh	Two assistant professors replaced by two assistant professors.
St. John's	One professor replaced by an assistant professor.
Southern Miss.	One associate professor replaced by an assistant professor.
Syracuse	One associate professor replaced by an associate professor.
Tennessee	One assistant professor replaced by an assistant professor.
Western Michigan	Three associate professors replaced by one assistant professor.
Western Ontario	One associate professor replaced by an assistant professor.
Wisc.-Milwaukee	Two assistant professors replaced by two assistant professors.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1980-81 Among 22 AALS Member Schools

Alabama	An associate professorship. ("Resignation came too late for us to recruit replacement.")
Denver	An assistant, associate, or full professorship. ("Recently unsuccessful then re-announced and filled effective January 1, 1982.")
Drexel	"One at assistant or associate professor level for which '79-'80 search was not successful."
Indiana	Two associate professorships; both have now (1981-82) been replaced.
Iowa	One assistant professorship. ("...position...was vacated in the summer of 1980 and was not filled until January 1981.")
Kentucky	One assistant professorship. ("The new assistant professor came in January 1981 to fill a position that had been vacant since July 1980.")
Louisiana State	One assistant or associate professor. ("Qualified candidate not found until May.")

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1980-81 Among 22 AALS Member Schools (cont.)

Maryland	Two unfilled positions: 1 assistant professor and 1 lecturer. ("Search in progress" for both.)
McGill	Two unfilled positions, 1 associate professor and 1 assistant professor. ("Recruiting in progress during spring of 1981.")
Montreal	Directorship open. ("Our director, associate professor, passed away in March 1981. The process of nomination for Director is quite long. We are still waiting for the position to be filled.")
North Carolina	One vacancy, rank not specified. ("Resignation--interviewing took place during that semester.")
Northern Illinois	One assistant professorship open. ("Filling the position was dependent on search.")
North Texas	One assistant professorship. ("...vacancy occurred for which replacement was authorized starting in fall 1982.")
Rutgers	One vacancy, rank not specified. ("1 person resigned too late in 1979-80 to permit an appropriate search for a replacement.")
St. John's	Directorship open. ("Directorship with faculty appointment pending.")
Southern Calif.	One assistant professorship. ("Individual left in mid-year and was continued as an adjunct.")
Texas	One vacancy, rank not specified. ("Professor took disability retirement too late to recruit.")
Texas Woman's	One assistant professorship (or negotiable at higher rank). ("Search initiated in May--Position not filled.")
Toronto	One assistant professorship. ("No qualified candidate found.")
Washington	Two assistant professorships. ("...positions were carried on the budget, but could not be filled because of a temporary hiring freeze.")
Western Ontario	One vacancy, rank not specified. ("No suitably qualified candidate available.")
Wisc.-Milwaukee	One assistant professorship. ("The recruiting process lasted a year.")

Among the 11 AALS associate-member schools, the following three reported full-time faculty replacements during 1980-81:

Appalachian State	1 professor replaced by an associate professor.
Shippensburg State	1 assistant professor replaced by an associate professor.
Southern Illinois	1 assistant professor replaced by an assistant professor.

Kutztown reported that an associate professor had been replaced by a quarter-time adjunct professor, which was a loss of a full-time post.

Two schools reported faculty openings that had gone unfilled in 1980-81. The University of North Carolina at Greensboro had a vacant assistant professorship for which the search was completed in May 1981. Appalachian State reported that an associate professor resigned for which a search was conducted in 1980-81.

Appalachian State reported a new faculty position, an assistant professorship, having been added to its budget, and Shippensburg State reported the addition of one lecturer.

As was done for each of the previous two AALS statistical reports, schools were asked to report the value of their university's faculty fringe benefits in terms of salary percentage, i.e., the worth of the institution's contributions to retirement, health insurance, etc. as part of faculty compensation. This percentage is often required in making grant proposals and may be taken into account by persons considering offers of faculty appointments. It seems apparent from the wide disparity of these figures that the same formula is not used by all institutions in computing this percentage. (For example, a university may attach a dollar value to a faculty member's vacation time.) Sixty-six of the AALS member schools responded to this question; the average for these 66 schools was 19.99 percent.

TABLE I-48: Percentage Value to Faculty Salaries of Fringe Benefits, AALS Member Schools, 1978-79, 1979-80, and 1980-81

School	1978-79	1979-80	1980-81
Alabama	32	32	32
Albany	29.76	30.26	29.9
Alberta	No response	No response	9
Arizona	No response	16	19
Atlanta	15	15	10
Ball State	-	21	22
Brigham Young	14.5	16.5	19.5
British Columbia	No response	No response	13
Buffalo	30.26	22.5	30.26
Calif.-Berkeley	23	26	27
Calif.-L.A.	23	23	26
Case Western	18.5	18.5	19.5
Catholic	No response	No response	11.5
Chicago	20.7	20.7	21
Clarion	24	28	31
Columbia	25	26	25

TABLE I-48: Percentage Value to Faculty Salaries of Fringe Benefits, AALS Member Schools, 1978-79, 1979-80, and 1980-81 (cont.)

School	1978-79	1979-80	1980-81
Dalhousie	10	10	10
Denver	19.5	19.5	18.7
Drexel	17	No response	23
Emory	15.5	11	12
Emporia	No response	15	17.5-18
Florida State	15	15	16
Geneseo	29.67	32.54	29.67
Hawaii	21	21	21
Illinois	16.06	16.15	15.93
Indiana	23.85	24.43	26.2
Iowa	18	19	19
Kent	19	19.5	19.5
Kentucky	14.5	14.5	16-18
Long Island	17	17	17
Louisiana	16.5	16.5	16.5
Maryland	18	20 & hosp.	23 + hosp.
McGill	No response	No response	ca.15
Michigan	16	18	18
Minnesota	20.0501	19.369	18.925
Mississippi	-	18	19
Missouri	14	13.5	15.8
Montreal	11	11	11
N. Carolina	16	16	17
N.C. Central	No response	25	25
Northern Ill.	17	15 to 26	No response
North Texas	12.77 + $35 flat amt.	25.5 + $40 flat amt. for ins.	23
Oklahoma	No response	ca. 20	13-24
Peabody	15.6	21.5	16.5
Pittsburgh	20	20	21.5
Pratt	16.5	19	20
Queens	24	24	24

TABLE I-48: Percentage Value to Faculty Salaries of Fringe Benefits, AALS Member Schools, 1978-79, 1979-80, and 1980-81 (cont.)

School	1978-79	1979-80	1980-81
Rhode Island	No response	26.3	35.4
Rosary	"none established"	12	15
Rutgers	21	19	21
St. John's	15	15	20
San Jose	-	25	No response
Simmons	21	21	21
S. Carolina	13.63 + $26.50 per mo.	14.5	14.7
Southern Calif.	19	12	15.5
Southern Conn.	24	28.56	28.56
Southern Miss.	-	16	18
South Florida	15.49 + $19.61 per mo.	15	17.74
Syracuse	29	20.8	20.8
Tennessee	15	15	15
Texas	24	25	33
Texas Woman's	25	25	21
Toronto	15	15	"Unknown"
Washington	17	17	18
Wayne State	21	16	21
Western Mich.	21.6	22.6	22.1
Western Ontario	No response	No response	14.6
Wisc.-Madison	20	19	20.3
Wisc.-Milwaukee	20	19	22

Among the 11 AALS associate-member schools, only 7 responded to the question on the percentage value of fringe benefits. The responses of these 7 were as follows: Alabama A & M, 19 percent; Appalachian State, 17 percent; Baylor, 15 percent; Central Arkansas, 24 percent; Indiana State, 23.2 percent; University of North Carolina at Greensboro, 17 percent; and Shippensburg, 21 percent.

Questions 11 and 12 on the faculty section of the AALS questionnaire pertained to travel funds. The responses to these questions appear in Table I-49. Each school was requested to give the total number of faculty, including the dean or director, who received travel funds in 1980-81, whether from the school's own budget or from a central university account. The next question asked for the total amount expended for the library school's faculty travel. Because of past confusion in computing the average amount received by each faculty member who traveled, the school was asked to explain the reason if the average amount was not the result of dividing the total expenditure by the number of faculty who traveled. Most of the notes following the table pertain to such disparities, although in some instances there is no explanation for the figure given. It can be assumed that in some instances a larger amount was provided for the dean or director than for the rest of the faculty.

Only two of the 69 AALS member schools reported having no travel funds for faculty in 1980-81. For the other 67 schools, the total for this purpose varied from a high of $39,875 to a low of $495. The total spent among all of these 67 schools for faculty travel was $366,280, for an average of $5,467 per school. Had this grand total been divided evenly among the 605 faculty members who were reported as having received travel funds during 1980-81, the average amount per individual, oddly enough, would have been the same as the number of travelling faculty, $605.

At a time when many library schools are having serious budgetary problems, one could assume that an area in which expenditures might well be reduced would be faculty travel. Expenditures for travel actually increased, however. Last year (1979-80) a total of 557 faculty members received support among 62 schools for an average of $594 per individual. The total amount spent in 1979-80 for travel among the 62 schools was $330,650, with an average of $5,333 per school. As noted above, the average among 69 schools in 1980-81 was $5,467, an increase of $134 per school.

Among the 10 associate-member schools responding to the question on faculty travel, a total of $12,140 was spent, for an average of $1,214 per school. Had this amount been divided evenly among the 46 faculty members reported as having received travel funds, it would have amounted to $264 per individual.

TABLE I-49: Support for Faculty Travel in 1980-81 among 69 AALS Member Schools

School	Number of Faculty, (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	9	$924	$8,312
Albany	10	249	2,492
Alberta	10	250	2,500
Arizona	8	"cannot specify"	2,400
Atlanta	4	500	3,400
Ball State	9	(see note)	3,012
Brigham Young	6	924	5,542
British Columbia	2	248	495
Buffalo	9	219	1,971

TABLE I-49: Support for Faculty Travel in 1980-81 among 69 AALS Member Schools (cont.)

School	Number of Faculty, (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Calif.-Berkeley	12	(see note)	7,253
Calif.-L.A.	7	608	4,256
Case Western	0	-	"Not available"
Catholic	7	571	4,000
Chicago	6	720	4,323
Clarion	6	300	1,841
Columbia	13	400 (see note)	9,000
Dalhousie	"All" [7]	1,282	8,972
Denver	10	773	7,725
Drexel	12	350 (see note)	5,600
Emory	9	303	3,030
Emporia	8	552	4,420
Florida State	13	800 (see note)	9,000
Geneseo	3	100 (see note)	1,497
Hawaii	1	0	1,000
Illinois	10	421	4,214
Indiana	11	200	2,968
Iowa	8	(see note)	1,610
Kent	"All" [9]	100	900
Kentucky	13	281	3,656
Long Island	9	250 (see note)	3,500
Louisiana	7	(see note)	7,150
Maryland	8	300 (see note)	3,741
McGill	4	1,250	5,068
Michigan	20	922 (see note)	18,433
Minnesota	8	400	3,600
Mississippi	7	503	3,520
Missouri	11	813	8,945
Montreal	5	294 (see note)	1,470
North Carolina	12	1,396	16,756

TABLE I-49: Support for Faculty Travel in 1980-81 among 69 AALS Member Schools (cont.)

School	Number of Faculty, (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
N.C. Central	8	729	5,834
Northern Illinois	6	223	1,400
North Texas	5	254	2,284
Oklahoma	7	532	4,256
Peabody	8	406	3,247
Pittsburgh	26	1,200 (see note)	39,875
Pratt	7	1,042	7,291
Queens	5	500	2,500
Rhode Island	7	430 (see note)	3,868
Rosary	5	220 (see note)	1,100
Rutgers	18	528	9,503
St. John's	6	400 (see note)	3,600
San Jose	8	360	2,885
Simmons	14	245 (see note)	9,170
South Carolina	11	Ca.375	4,100
Southern Calif.	7	926	6,480
Southern Conn.	0	-	0
Southern Miss.	9	500 (see note)	8,000
South Florida	7	80 (see note)	801
Syracuse	13	552 (see note)	7,182
Tennessee	9	519	4,675
Texas	14	219	3,077
Texas Woman's	12	623	7,471
Toronto	18	250 (see note)	18,717
Washington	8	288	2,304
Wayne State	6	550	4,130
Western Michigan	10	104	1,035
Western Ontario	14	624	8,749
Wisc.-Madison	7	146 (see note)	1,864
Wisc.-Milwaukee	7	473	3,310

Notes on Table I-49.

Ball State.	"$150 allotted each faculty member for one professional meeting; $301.20 average spent by each member."
Calif.-Berkeley	"$453 (7,253 ÷ 16) 4 full-time faculty did not use travel funds."
Columbia	"$400 - Balance was for special purposes, such as move of new faculty member."
Drexel	"for faculty average $350 - rest was adm. travel."
Florida State	"$800/per person for 11 faculty; 1 person received $200 for state convention use."
Geneseo	"$100. Dean's travel covered in full. Faculty receives some money if presenting paper."
Iowa	"$145 is assured by College of Liberal Arts for each FTE. Up to $250 is available to a faculty member upon petition to present a paper at a conference."
Long Island	"maximum $250 per faculty member."
Louisiana State	"$500 per faculty member, $1,200 administrator. The difference was used to bring in guest speakers and prospective faculty in addition to use of University cars for professional purposes."
Maryland	"$300 - ($1,341 covered travel for visiting professionals)"
Michigan	"16 regular and 4 part-time faculty. (Full-time faculty = $1,028; part-time faculty = $495."
Montreal	"$294 (The amount usually allowed per faculty is 100$)."
Pittsburgh	"$1,200 avg/faculty member excluding administrative travel."
Rhode Island	"9 eligible, but 7 asked for funds."
Rosary	"No teaching faculty member received over $200."
St. John's	"$400 + $1,500 (Director's travel)."
Simmons	"$245 (excludes administrative travel for those faculty)."
Southern Miss.	"$500.00, excludes Dean and Assistant Dean."
South Florida	"$80.00 - Not all faculty applied for travel funding."
Syracuse	The total of $7,182 "does not include research grants."
Toronto	"$250/guest speaker travel; also includes one time only extra funds used for this purpose."
Wisc.-Madison	"$186.40. Not all eligible faculty requested travel funds."

TABLE I-49a: Support for Faculty Travel in 1980-81 among 11 AALS Associate-Member Schools

School	Number of Faculty, (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama A & M	3	$733	$2,200
Appalachian State	4	750	3,000
Baylor	1	370	370
Central Arkansas	4	300	1,500
Indiana State	3	317	950
Kutztown	3	20	60
Mankato State	6	185	1,110
N.C. at Greensboro	4	200	1,600
Shippensburg	7	150	1,050
Southern Illinois	10	-	No response
Western Maryland	1	300	300

The 13th question on the faculty section of the AALS questionnaire pertained to sabbatical leaves for faculty during 1980-81. Thirty of the 69 AALS member schools reported from one to 2 faculty members on sabbatical leave for lengths of time that varied from a summer to a full year.

No AALS associate-member school reported having a faculty member on sabbatical leave during 1980-81.

TABLE I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1980-81

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Alabama	1	Semester	100
Albany	2	(1) Academic yr. (2) Semester	50 100
Alberta	1	12 months	100
Atlanta	1	9 months	100
Brigham Young	1	"all year"	see note
Calif.-Berkeley	1	12 months	67
Columbia	1	Semester	100
Drexel	1	Academic yr.	100 (see note)
Emory	1	(?)	100

TABLE I-51: AALS Member Schools where Faculty Received Sabbatical or Study Leaves During 1980-81 (cont.)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Florida State	1	Quarter	100
Geneseo	1	Semester	100
Illinois	1	Semester	100
Indiana	2	Semester	100
Iowa	2	(1) Semester (2) Summer	100 76
Kent	1	Semester	60
Kentucky	2	Semester	100
Long Island	2	Semester	100
Maryland	1	(?)	100
Michigan	1	Semester	100
Montreal	2	(1) Full year (2) 1/2 year	75 75
North Carolina	1	Semester	100
Rhode Island	1	6 months	100
Rutgers	1	Semester	80
Simmons	1	Academic year	50
South Carolina	1	Year	50
Southern California	2	Semester	100
Syracuse	2	"3 semesters"	100
Toronto	2	(?)	(1) 75 (2) 100
Wayne State	1	Semester	100
Wisc.-Madison	1	Semester	100

Notes on Table I-51.

Brigham Young. "1 half-time professional development leave for 2 semesters."

Drexel. "Ac. yr. at full salary -- 1/2 from Drexel, 1/2 from funded research."

The final question in the faculty section of the AALS questionnaire pertained to the support staff of library schools. The question was divided to separate student or graduate assistants from regular support staff, with the same group of subdivisions under each: (a) Administrative support, (b) Instructional support, (c) Research support, (d) Media services, (e) Library support, and (f) Other. The following definitions were provided:

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Library personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. Under (f) Other may be identified as any support staff beyond those listed below.
>
> If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time FTE categories.

Despite quite detailed instructions, there appears to have been some carelessness by a number of schools in completing this section of the questionnaire. The writer has taken the liberty of making adjustments where obvious misinterpretations have been made, especially in moving fractions of full-time staff to FTE of part-time staff. Although for library science library staff, the instructions were to include staff whether paid from library funds or school funds, it is apparent that several schools included only those carried on their own school budgets.

Among the 69 AALS member schools, the number of support staff (exclusive of students) varied from a high of 26.8 to a low of .2. The average number of support staff among 63 schools submitting data for 1978-79 was 6.53. In 1979-80 the average for 62 schools was 6.06. For 1980-81 the average for 69 schools was still lower, 5.67. If one omits from this computation the library staff which a number of schools failed to report because they were not part of the individual school's own budget, the average drops to 3.95. The comparable average in 1979-80 was 4.5 per school.

For the 68 AALS member schools showing a precise number of support staff for administration in 1980-81, the number varied from zero to 8, with an average of 2.54. In 1979-80 this average was 2.49; in 1978-79 it was 2.69.

For the same 68 schools, support staff for instruction varied from zero in 18 schools to 9.4; the average was 1.04. In 1979-80 it was 1.06 while in 1978-79 it was precisely the same as in 1980-81, 1.06.

Only 16 AALS member schools reported having support staff to aid in research. Among these 16, this support varied from .1 to 2.5, for an average among these 16 of .74. Sixteen schools also reported having support staff for media services, from a low of .1 to a high of 3; the average among the 16 was 1.14.

Forty of the 69 AALS member schools reported having support personnel for their library science collections. Although the instructions in the questionnaire asked that personnel should be included here whether or not their salaries were part of the library school's budget, it is believed that this point was missed by a number of schools. For these 40 schools that did report, the number of library personnel varied from .2 to 8, for an average of 2.29.

Ten AALS associate-member schools reported having support staff as shown in Table I-53. Because of the small number of these schools, further analysis is not considered necessary.

TABLE I-52: Support Staff among AALS Member Schools, 1980-81

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama	1	.5		.3		.2							2
Albany	1	.7	1	.3						.3			3.3
Alberta	3								1				4
Arizona	2		1						2		2	.25	7.25
Atlanta	2								2				4
Ball State	2						1		2				5
Brigham Young	1		1										2
British Columbia	3												3
Buffalo	1		1						2				4
Calif.-Berkeley		2.51		1.72		.47						.07	4.77
Calif.-L.A.	4		1						1		1		7
Case Western*	6	.5							1	1			8.5
Catholic	3		1	.5					1	.5			6
Chicago	2			1		.5							3.5
Clarion	1						3		3		2		9
Columbia	4	.5		1			1	.75					7.25
Dalhousie	2	.5	1										3.5
Denver	5		1										6

TABLE I-52: Support Staff among AALS Member Schools, 1980-81 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Drexel	4		2						2		1	.5	9.5
Emory	1	1							2				4
Emporia	1												1
Florida State	4	1	1						2				8
Geneseo	2								2				4
Hawaii	1	.5	1										2.5
Illinois	3		2		2		1				5	.67	13.67
Indiana	5	.5							1				6.5
Iowa	1			.5					1				2.5
Kent State	1	.25	1										2.25
Kentucky	2		2							.5	2		6.5
Long Island	2		1						1				4
Louisiana		.75		1					1				2.75
Maryland	3	1.34	1	.5		.68	1		3				10.52
McGill	4												4
Michigan	4		1				1		3	.75			9.75
Minnesota		1		1					4	.5			6.5
Mississippi	1		1						1				3

TABLE I-52: Support Staff among AALS Member Schools, 1980-81 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Missouri	2		1	.5		.5							4
Montreal	3	.25	1	.25				.1	4	1		.05	9.65
North Carolina	3	.75	1			.2			2				6.95
N.C. Central	1		1						3				5
Northern Illinois	1			.8									1.8
North Texas	1				1				3				5
Oklahoma	2												2
Peabody	1		1						1				3
Pittsburgh	7	1.6	9	.4			2	.5	5	.5		.8	26.8
Pratt	2	.75		.25						1.2			4.2
Queens	2												2
Rhode Island	1		1										2
Rosary	3			.75									3.75
Rutgers	2		1	1				.33			1		5.33
St. John's	1	.4	1	.4		.2	2						5
San Jose										.2			.2
Simmons	5		1		1			.5	2				9.5
South Carolina	1	1	2			2.5							6.5

TABLE I-52: Support Staff among AALS Member Schools, 1980-81 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Southern Calif.	2		2			.5		.5	2			.5	7.5
Southern Conn.		.5		.5									1
Southern Miss.	1		2										3
South Florida	1			.05									1.05
Syracuse	2	.5	1		1	.25							4.75
Tennessee	3												3
Texas	3	.5	2	1				.5	2	.5			9.5
Texas Woman's	2			2.9					1	.5		.5	6.9
Toronto	8		2			.5	1	.5	6		2		20
Washington	1	2.05		.85		.1							4
Wayne State	1												1
Western Michigan	2	.5							1	.5			4
Western Ontario	6	.2		1		.25	1		7	1		.9	17.35
Wisc.-Madison	4	.4	1					.5	2	1.25	1	1.25	11.4
Wisc.-Milwaukee	2		1							1.25			4.25

Notes for Table I-52.

Arizona	Other = "contract staff"
Calif.-Berkeley	Other = "Asia Foundat."
Calif.-L.A.	Other = (not identified)
Case Western	Support staff for Administration, Instruction, and Research reported without division
Clarion	Other = "Computer Center"
Drexel	Other = "Placement, Editorial"
Illinois	Other = "Placement & Publications"
Kentucky	Other = "Cont. Ed."
Montreal	Other = "Computer Services"
Pittsburgh	Other = "Beta Phi Mu"
Rosary	"No distinction made between Instructional support and Research assistance."
Rutgers	Other (not identified)
Southern Calif.	Other = "Technology services"
Texas Woman's	Other = "Proyecto LEER"
Toronto	Other = "DP"
Western Ontario	Other = "Conservation"
Wisc.-Madison	Other = "Cooperative Children's Book Center; building mail person, maintenance"

TABLE I-53: Support Staff among 10 AALS Associate-Member Schools, 1980-81

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama A & M		.5	1	.5		.5		3	2		1	.5	9
Appalachian St.	1				3			.75					4.75
Baylor						.25		.1					.35
Central Arkansas	2												2
Indiana State		.5		.5									1
Kutztown	1		1	.5									2.5
Mankato		.33		.33		.33							.99
N.C.-Greensboro	1						1						2
Shippensburg	2								1				3
Southern Ill.	1	1		2.5									4.5

Notes for Table I-53.

Alabama A & M Other = "Grad. Ass't."

As can be seen from Tables I-54 and I-55, nearly all library schools employ students on a part-time basis to assist in the operation of the school. Unfortunately, it is also apparent when one compares the figures given here with those given in the financial and student sections of this report that some schools simply gave the number of student employees rather than reducing them to FTE. Schools that did, indeed, try to provide an FTE figure apparently used different formulas. One school noted, for example, that 20 hours per week of a student's time constituted one FTE, while a 40-hour week for 50 weeks was the expected formula. Taken at face value, one school would appear to have nearly as many students working full-time as it did graduates.

Because of the great disparity, further analysis of these tables is without merit. A better approach for acquiring these data will be devised next year.

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	TOTAL
Alabama	.5	2.5		1			4
Albany	.5	5	1.5	1		1	9
Alberta			1.2		.5		1.7
Arizona		.75	1		1		2.75
Atlanta	1	1			5		7
Ball State	.5	3.5				2	6
Brigham Young			1.5				1.5
British Columbia		.35					.35
Buffalo		.25	.25	.5	.25		1.25
Calif.-Berkeley		1.51	2.77				4.28
Calif.-L.A.		1.5	2		.5		4
Case Western					2.15		2.15
Catholic	.75	.75	1	.25	2		4.75
Chicago		1.5					1.5
Clarion	4	2	4	1	4		15

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Columbia							
Dalhousie	.2		1				1.2
Denver			5				5
Drexel	.5	1.5		3	.5		5.5
Emory					3		3
Emporia	1.5	2.3		1.4	2.9		8.1
Florida State	.5	3	.4	.66	4.05		8.61
Geneseo	1.49	1.28		.213	3.09		6.07
Hawaii	1	1.5					2.5
Illinois	.42	2.56	3.67	.5			7.15
Indiana		8		13			21
Iowa		.5	.58	.25	.8		2.13
Kent	1	5.75					6.75
Kentucky	.25	2.5		2			4.75
Long Island	1		3	1			5

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Louisiana	.25	1.5			2		3.75
Maryland	2.5	1.16	2	1.66	5.2		12.52
McGill		3					3
Michigan	.1	.5			2		2.6
Minnesota	.5				6		6.5
Mississippi			1		1		2
Missouri		4.5					4.5
Montreal	1		.05	.05	1	.1	2.2
North Carolina	1.5	1.1	.5	.5			3.6
N.C. Central	.16	.62			1.57		2.35
Northern Illinois							
North Texas		1	.5		3		4.5
Oklahoma			.5				.5
Peabody	.75	.75					1.5
Pittsburgh	.25	18			7.75		26

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Pratt	2.5	2	1.71	4.1	.25		10.56
Queens	.67					1	1.67
Rhode Island	.5	1	1.5	1			4
Rosary		1.5		1.5			3
Rutgers	.5	.5	.75	.67			2.42
St. John's	1	1	1		1		4
San Jose			.4				.4
Simmons		1	3	1	3		8
South Carolina						2.5	2.5
Southern Calif.	.5	.25			2.5		3.25
Southern Conn.			2.5				2.5
Southern Miss.	1	2	2	1	.5		6.5
South Florida	.5	.5	.5				1.5
Syracuse	1.5	2.5	2				6
Tennessee			7				7

TABLE I-54: Use of Students as Part-time Support Staff among AALS Member Schools, 1980-81 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Texas		4					4
Texas Woman's	.04				1.66	.11	1.81
Toronto		.5	.5				1
Washington		.65	.5				1.15
Wayne State		.5					.5
Western Michigan		2.07	.1	3.5			5.67
Western Ontario		.25	2	1.25	.25	4.75	8.5
Wisc.-Madison	.25	1.5		1	2	.5	5.25
Wisc.-Milwaukee	.5	.75			.25		1.5

Notes for Table I-54.

Albany	Other = "Placement"
Ball State	Other - (not identified)
Montreal	Other = "Computer Services"
Queens	Other - (not identified)
South Carolina	Other = "Lab assistants"
Tennessee	Administration, Instruction, Research = "7 who function in all 3 areas. Are assigned to specific faculty and do a wide range of activities."
Texas	Administration, Instruction, Research - these combined = 4
Texas Woman's	"Proyecto LEER."
Wayne State	Administration and Instruction together = .5
Wisc.-Madison	Other = "student assistants in Cooperative Children's Book Center"

TABLE I-55: Use of Students as Part-time Support Staff among AALS Associate-Member Schools 1980-81

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama A & M	.25	1	.25	3	.5		5
Appalachian St.	.75			.3			1.05
Baylor	.75						.75
Central Arkansas	.5			1			1.5
Indiana State	.25	1	1		2.5		4.75
Kutztown					1		1
Mankato	.33	.33	.33				1
N.C.-Greensboro		.33	.33				.66
Shippensburg	1.5						1.5
Southern Ill.							

STUDENTS

by

Carol L. Learmont

The student survey requested information in four areas:

Enrollment, including enrollment by program and sex, number of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. All based on official enrollment in Fall term 1981 (Tables II-1 through II-3).

Profile of the student body by program levels including number of students by sex and ethnic origin, number of in-state/province and out-of-state/province and foreign students enrolled, countries of origin and number of foreign students, and number of students by age and sex. All based on official enrollment in Fall term 1981 (Tables II-4 through II-8). Tables 9 and 10, Students by Sex and Highest Previous Degree Held and Students by Undergraduate Major, Sex and Program Level, have been dropped again this year since it was assumed that the results would be very similar to those of the first survey. The information will probably be requested again in the fifth annual survey.

Financial, including scholarships and assistantships awarded by amounts, sex, and program levels for the fiscal year 1980-81; and the tuition and fee cost of full-time programs based on fees as of January 1, 1982 (Tables II-11 through II-13).

Placement, including 5 general questions on professional positions, salaries, and counseling services based on information available as of November 15, 1981.

The Student section of the AALS questionnaire is a long one but most of the information requested is available in various student records. Although gathering the information together in a usable form is not easy, the quality of the statistics returned this year is high. Some errors did creep in. As much cross-checking as time permitted was done to increase the accuracy of the work. Barring typographical errors and some corrections, all of the figures are shown in the tables as submitted.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall term, 1981. These figures are the same as those requested in the Annual Report for Continuing Review: ALA Committee on Accreditation. All sixty-nine of the member schools responded as did thirteen of the associate members. Schools were requested to report the number of students enrolled in the various programs offered using the parent institution's method for computing student Full-Time Equivalents (FTE's). If such a formula was not available the suggested formula to use was the following: consider a student full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is twelve courses in four quarters, a student carrying three courses during the quarter should be counted as 1.00 FTE; a student carrying two courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload count as only 1.00 FTE.

The Master's program included only those students who were working toward a master's degree in librarianship on or off campus. The Post-Master's program included only those students who were working toward a post-master's degree or certificate in librarianship on or off campus. The Doctoral program included only those students who were working toward a doctoral degree in librarianship on or off campus. The category of Other Graduate Students included those students taking library science courses as cognate or service courses or for professional development on or off campus. The category of Undergraduate included students taking library science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate the FTE enrollment in off-campus courses based on their total FTE enrollment. This information is listed in the last column of Table II-1-c (Members) and Table II-1-d (Associates) which is entitled Total FTE Off Campus. The thirty-one reporting member schools ranged 1.0 to 35.5 FTE's with a median of 11.75. Four reporting associate members ranged from 5.33 to 15.0 FTE's with a median of 13.12.

Summary Table 1-a and Totals Table 1-c are skewed. Some or all FTE's from Florida State, Missouri, and San Jose have been omitted as have all of the full-time enrollments of the University of Texas. Included are thirty-six students from Tennessee undifferentiated by sex.

Tables 1-e and 1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. The figures given for Brigham Young are for a program called Associate of Science (Library Technician).

TABLE II-1-a: Summary - Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1981)

	# Schools Reporting	Men FT	Women FT	Total	Men PT	Women PT	Total FTE	Total # Students	Total FTE
Master's	69	752	2810	3562	870	4436	2257.71	8868	5819.71
Post-Master's	37	13	43	56	36	212	92.70	304	148.70
Doctoral	24	84	113	197	121	174	107.14	492	304.14
Other Grads.	53	10	38	48	281	1149	495.64	1478	543.64
Undergrads.	37	18	120	138	531	1621	652.88	2290	826.88

TABLE II-1-b: Summary - Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1981)

	# Schools Reporting	Men FT	Women FT	Total	Men PT	Women PT	Total FTE	Total # Students	Total FTE
Master's	12	23	55	78	37	457	187.89	572	265.89
Post-Master's	5	2	1	3	2	22	12.27	27	15.27
Doctoral	1	4	4	10	5	5	?	20	10+
Other Grads.	5	3	3	8	53	128	54.66	189	62.66
Undergrads.	7	57	146	203	5	159	36	367	239

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE

	Master's									Post-Master's								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama	6	35	41	1	.50	17	8.66	9.16	50.16	2	1	3	1	.50	1	.50	1	4
Albany	20	47	67	13	6	58	16.44	22.44	89.44	0	2	2	2	.67	5	2.44	3.11	5.11
Alberta	10	50	60	3	.80	18	4.80	5.60	65.60									
Arizona	9	56	65	4	2	37	18.50	20.50	85.50									
Atlanta	10	27	37	2	1.34	6	3.34	4.66	41.67	0	1	1	1	.67	3	1.34	2	3
Ball State	0	2	2	4	1.66	19	22.83	24.49	26.49									
Brigham Young	1	5	6	19	10	44	22.42	32.42	38.42									
British Columbia	19	93	112	2	.67	3	1	1.67	113.67									
Buffalo	13	69	82	12	6	59	22	28	110	1	1	2	0	0	3	1	1	3
Cal. Berkeley	11	65	76	19	13.25	39	27.25	40.50	116.50	0	8	8	2	1.50	8	5.25	6.75	14.75
Cal. Los Angeles	23	115	138	4	1	7	1.75	2.75	140.75	0	3	3	0	0	0	0	0	3
Case Western	12	40	52	18	7.50	61	27.08	34.58	86.58	0	0	0	0	0	2	1	1	1
Catholic	9	35	44	49	24.40	220	104.10	128.50	172.50	0	2	2	6	2.70	33	9.90	12.60	14.50
Chicago	13	17	30	7	4.67	12	5.67	10.33	40.33	0	0	0	1	.67	2	1.33	2	2
Clarion	10	21	31	5	2.33	16	7.33	9.67	40.66									
Columbia	10	40	50	36	17.67	65	30	47.67	97.67	3	4	7	1	.25	12	3.25	3.50	10.50

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama															15	8	8	8
Albany										2	4	6	6	2.33	18	6.33	8.66	14.66
Alberta																		
Arizona																		
Atlanta															1	.34	.34	.34
Ball State													5	1.09	8	2.83	3.92	3.92
Brigham Young													2	.92	12	3.25	4.17	4.17
British Columbia										1	9	10			3	1	1	11
Buffalo													2	.50	11	2.50	3	3
Cal. Berkeley	10	9	19	2	1.50	5	3.75	5.25	24.25									
Cal. Los Angeles	6	4	10	1	.25			.25	10.25	1	1	2						2
Case Western	5	4	9	8	3.11	9	3.88	6.99	15.99						1	.25	.25	.25
Catholic											2	2	1	.33			.33	2.33
Chicago		1	1	1	.67	5	2.67	3.33	4.33						1	.33	.33	.33
Clarion																		
Columbia	5	5	10	15	4.50	30	5.75	10.25	20.25				7	1.75	18	4	5.75	5.75

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Alabama				30	7.50	18	4.20	11.70	11.70	8	36	44	32	8.50	51	21.36	29.86	73.86	8.50
Albany										22	53	75	21	9	81	25.21	34.21	109.21	4.25
Alberta										10	50	60	3	.80	18	4.80	5.60	65.60	
Arizona				16	8	115	57.50	65.50	65.50			65					86	151	0
Atlanta						1	.34	.34	.34	10	28	38	3	2	11	5.34	7.34	45.34	0
Ball State		2	2	75	21.08	125	36.26	57.34	59.34		4	4	84	23.83	152	61.92	85.75	89.75	
Brigham Young				24	1.73	72	4.80	6.53	6.53	1	5	6	45	12.65	128	30.47	43.12	49.12	2.50
British Columbia										20	102	122	2	.67	6	2	2.67	124.67	
Buffalo										14	70	84	14	6.50	73	25.50	32	116	0
Cal. Berkeley										21	82	103	23	16.25	52	36.25	52.50	155.50	
Cal. Los Angeles				41	10.25	38	9.50	19.75	19.75	30	123	153	46	11.50	45	11.25	22.75	175.75	0
Case Western										17	44	61	26	10.61	73	32.21	42.82	103.82	0
Catholic										9	39	48	56	27.40	253	114	141.43	189.43	
Chicago										13	18	31	9	6	20	10	16	47	
Clarion		6	6			44	14	14	20	10	27	37	5	2.33	60	21.33	23.66	60.66	0
Columbia										18	49	67	59	24.17	125	43	67.17	134.17	0

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Master's									Post-Master's								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Dalhousie	11	50	61	0	0	4	2	2	63									
Denver	11	40	51	10	6.25	66	33.25	39.50	90.50	0	1	1	0	0	1	.50	.50	1.50
Drexel	14	40	54	39	22	145	82	104	158	0	1	1	0	0	9	3	3	4
Emory	5	28	33	4	1.67	22	13.33	15	48	0	0	0	0	0	5	2.08	2.08	2.08
Emporia Kansas	6	27	33	13	4.70	65	21.40	26.10	59.10									
Florida State	7	80	87	7		80				0	3	3	0	0	3	1	1	4
Geneseo	10	25	35	7	2.33	35	17.67	20	55	2	1	3	0	0	9	3.33	3.33	6.33
Hawaii	7	20	27	8	3.75	44	22.50	26.25	53.25									
Illinois	15	55	70	7	3.50	28	14	17.50	87.50	1	2	3	0	0	2	1	1	4
Indiana	13	39	52	32	13.25	102	44.25	57.50	109.50	0	3	3	2	1	3	.90	1.90	4.90
Iowa	14	29	43	5	2	10	4.44	6.44	49.44									
Kent	12	30	42	20	4	174	35.79	39.79	81.79	0	0	0	0	0	3	.60	.60	.60
Kentucky	6	42	48	12	8.04	69	46.23	54.27	102.27	0	0	0	0	0	4	2.68	2.68	2.68
Long Island	2	11	13	23	10	171	67	77	90	0	0	0	0	0	5	1.50	1.50	1.50
Louisiana	5	28	33	5	2.33	37	15	17.33	50.33									
Maryland	14	47	61	36	18.67	159	89.67	108.33	169.33									

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total		Men	Women	Total	Men #	Men FTE	Women #	Women FTE	Total	
Dalhousie																		
Denver																		
Drexel		4	4	4	2	7	3	5	9									
Emory													1	.83	1	.42	1.25	1.25
Emporia Kansas											1	1	5	1.20	68	16.20	17.40	18.40
Florida State	3	5	8	3	3.50	5	5.80	9.30	17.30						30	20	20	20
Geneseo																		
Hawaii													3	1	15	5.25	6.25	6.25
Illinois	6	11	17	4	2	2	1	3	20		2	2	2	1	11	5.50	6.50	8.50
Indiana	10	5	15	12	1.77	15	3.55	5.32	20.32				10	2.75	57	14.50	17.25	17.25
Iowa													4	2.11	3	1	3.11	3.11
Kent													1	.50	10	2.20	2.70	2.70
Kentucky										1	1	2	8	2.72	40	13.60	16.32	18.32
Long Island													2	.50	6	2	2.50	2.50
Louisiana											1	1	11	5	38	12.67	17.67	18.67
Maryland	1		1	1	.38	4	2.50	2.88	3.88				11	4.33	31	11.67	16	16

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Dalhousie										11	50	61			4	2	2	63	0
Denver										11	41	52	10	6.25	67	33.75	40	92	0
Drexel										14	45	59	43	24	161	88	112	171	0
Emory										5	28	33	5	2.50	28	15.83	18.33	51.33	
Emporia Kansas				4	.05	51	6.80	6.85	6.85	6	28	34	22	6.40	184	44.40	50.80	84.80	30.10
Florida State	12	36	48	12	3	36	9.30	12.30	60.30	22	124	146	22		159				20
Geneseo										12	26	38	7	2.33	44	21	23.33	61.33	5
Hawaii										7	20	27	11	4.75	59	27.75	32.50	59.50	0
Illinois										22	70	92	13	6.50	43	21.50	28	120	0
Indiana				4	1.50	6	1.75	3.25	3.25	23	47	70	60	20.27	183	64.95	85.22	155.22	29
Iowa				12	3	26	7	10	10	14	29	43	21	7.11	39	12.44	19.55	62.55	0
Kent				3	1.10	8	2.10	3.20	3.20	12	30	42	26	5.60	195	40.69	46.29	88.29	25.19
Kentucky				2	.68	70	23.80	24.48	24.48	7	43	50	22	11.44	183	86.31	97.75	147.75	16.30
Long Island				1	.25	4	1.25	1.50	1.50	2	11	13	26	10.75	186	71.75	82.50	95.50	23
Louisiana										5	29	34	16	7.33	75	27.67	35	69	1
Maryland										15	47	62	48	23.38	194	103.84	127.22	189.22	3.31

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Master's									Post-Master's								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
McGill	21	91	112	6	3	13	5.25	8.25	120.25									
Michigan	12	52	64	16	9.08	140	69.25	78.33	142.33	0	1	1	1	.50	2	1	1.50	2.50
Minnesota	3	19	22	14	7	76	38	45	67									
Mississippi	1	14	15	7	3.33	47	19.67	23	36									
Missouri	15	31	46	9	?	44	?	26.24	72.24									
Montreal	53	105	158	4	1.33	8	2.67	4	162									
North Carolina	19	67	86	8	3.25	55	27	30.25	116.25									
N. C. Central	3	28	31	3	2.25	27	17	19.25	50.25									
Northern Illinois	4	8	12	6	2	29	12.50	14.50	26.50									
North Texas	11	39	50	20	11.33	69	33	44.33	94.33	2	2	4	4	2	6	2.67	4.67	8.67
Oklahoma	1	22	23	6	.38	56	43	43.38	66.38									
Peabody	3	23	26	3	1.50	34	16	17.50	43.50									
Pittsburgh	21	60	81	9	3.60	72	28.80	32.40	113.40	0	1	1	0	0	13	5.20	5.20	6.20
Pratt	14	37	51	32	21.30	101	56	77.30	128.30	0	1	1	3	.10	5	2	2.10	3.10
Queens	1	11	12	16	8	52	23.75	31.75	43.75									
Rhode Island	9	27	36	14	6	81	38.60	44.60	80.60	0	0	0	2	.60	3	1	1.60	1.60

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
McGill													2	.50			.50	.50
Michigan	9	8	17	1	.63	1	.13	.76	17.76				9	2	45	10.33	12.33	12.33
Minnesota	1	1	2	5	2.50	1	.50	3	5		2	2	9	4.50	26	13	17.50	19.50
Mississippi																		
Missouri																		
Montreal													1	.33	16	5.33	5.67	5.67
North Carolina	2	2	4	5	2.25	3	1.25	3.50	7.50				4	2	13	6.50	8.50	8.50
N. C. Central															8	4	4	4
Northern Illinois											1	1	12	4.50	52	18	22.50	23.50
North Texas		7	7	3	1.33	6	2.33	3.67	10.67	1		1	1	.67	11	4	4.67	5.67
Oklahoma																		
Peabody													4	.92	13	3.42	4.34	4.34
Pittsburgh	10	14	24	4	1.60	19	7.60	9.20	33.20						12	4.80	4.80	4.80
Pratt																		
Queens													5	1.50	20	6.50	8	8
Rhode Island											1	1	29	11.1	138	58.20	69.30	70.30

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
McGill										21	91	112	8	3.50	13	5.25	8.75	120.75	0
Michigan				4	.83	2	1.25	2.08	2.08	21	60	81	30	12.54	188	80.96	93.50	174.50	10.25
Minnesota				12	6	12	6	12	12	4	23	27	41	20.50	117	58.50	79	106	0
Mississippi										1	14	15	7	3.33	47	19.67	23	38	14.33
Missouri								29.73	29.73	15	31	46	10		93		60.07	106.07	4.10
Montreal										53	105	158	5	1.67	24	8	9.67	167.67	0
North Carolina				4	1	58	14.50	15.50	15.50	21	69	90	21	8.50	129	49.25	57.75	147.75	3.75
N.C. Central				1	.25	19	4.75	5	5	3	28	31	4	2.50	54	25.75	28.25	59.25	0
Northern Illinois				3	1	11	3.25	4.25	4.25	4	9	13	21	7.50	92	33.75	41.25	54.25	13.25
North Texas				2	.75	6	2.25	3	3	14	48	62	30	16.08	98	44.25	60.33	122.33	12.67
Oklahoma										1	22	23	6	.38	56	.43	.81	23.81	
Peabody										3	23	26	7	2.42	47	19.42	21.84	47.84	0
Pittsburgh										31	75	106	13	5.20	116	47.40	51.60	157.60	0
Pratt										14	38	52	35	21.40	106	58	79.40	131.40	11.30
Queens				1	.25	1	.25	.50	.50	1	11	12	22	9.75	73	30.50	40.25	52.25	6
Rhode Island										9	28	37	45	17.70	224	97.80	115.50	152.50	30

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Master's									Post-Master's								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Rosary	9	44	53	15	7.33	147	64.67	72	125	0	0	0	0	0	1	.33	.33	.33
Rutgers	11	42	53	22	11.10	167	90	101.10	154.10	0	1	1	4	1	15	3.1	4.1	5.1
St. John's	13	20	33	10	5.69	35	18.17	23.86	56.86	0	0	0	0	0	1	.34	.34	.34
San Jose	10	65	75	30		104												
Simmons	10	47	57	38	12.67	232	77.33	90	147									
South Carolina	7	24	31	6	2.40	51	27.70	30.20	61.20	2	0	2	0	0	4	1.30	1.30	3.30
So. California	4	16	20	16	5.80	54	19.70	25.50	45.50									
So. Connecticut	7	35	42	7	2.97	98	42.90	45.87	87.87	0	1	1	1	.66	4	1.32	1.98	2.98
South Florida	5	26	31	20	7.63	101	45.13	52.75	83.75	0	1	1	2	1	4	1.88	2.88	3.88
So. Mississippi	7	18	25	10	4.50	56	25	29.50	54.50									
Syracuse	12	24	36	18	10	60	26.25	35.75	72.25	0	1	1	1	.50			.50	1.50
Tennessee	7	30	37	7	3	47	19	22	59									
Texas	?	?	?	10	5.11	40	20.56	25.67		?	?	?	1	.33	21	7.89	8.22	8.22
Texas Woman's	3	31	34	5	2.44	97	42.22	44.66	78.66	0	0	0	0	0	1	.67	.67	.67
Toronto	34	131	165	2	.6	17	5.60	6.20	171.20									
Washington	15	84	99	3	1.70	14	7.70	9.40	108.40									

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Rosary													1	.33	13	4.67	5	5
Rutgers	2	5	7	25	5.60	22	6.20	11.80	18.80									
St. John's													2	1.01	3	1	2.01	2.01
San Jose																		
Simmons		1	1	6	2	6	2	4	5						10	3.33	3.33	3.33
South Carolina																		
So. California	2	2	4	11	3.60	10	2.50	6.10	10.10				2	.60			.60	.60
So. Connecticut											5	5	5	1.98	29	10.56	12.54	17.54
South Florida										1	0	1	18	6	125	45.75	51.75	52.75
So. Mississippi													4	1.33	6	2	3.33	3.33
Syracuse	5	5	10	1	.50	4	2	2.50	12.50				49	13.25	28	8.75	22	22
Tennessee																		
Texas	?	?	?	2	.67	1	.33	1							2	.67	.67	.67
Texas Woman's		6	6	2	.66	16	6.78	7.44	13.44		1	1			4	1.33	1.33	2.33
Toronto	2	5	7	2	.60	2	.60	1.20	8.20				3	1	4	1.30	2.30	2.30
Washington													1	.30	15	5	5.30	5.30

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Rosary										9	44	53	16	7.67	161	69.67	77.33	130.33	
Rutgers										13	49	62	67	21	245	114.90	135.90	197.90	2.25
St. John's										13	20	33	12	6.70	39	19.51	26.21	59.21	0
San Jose				30		55				10	65	75	60		159				
Simmons										10	48	58	44	14.67	248	82.67	97.33	155.33	0
South Carolina				1	.30	86	28.60	28.90	28.90	9	24	31	7	2.70	141	57.60	60.30	91.30	2.30
So. California										6	18	24	29	10	64	22.20	32.20	56.20	0
So. Connecticut	1	20	21	81	20.25	177	44.25	64.50	85.50	8	61	69	94	25.86	308	99.03	124.89	193.89	20.22
South Florida				4	1.38	15	4.38	5.75	5.75	6	27	33	44	16	245	97.13	113.13	146.13	35.50
So. Mississippi		4	4	2	.75	23	11	11.75	15.75	7	22	29	16	6.25	83	37.33	43.58	73.58	23.16
Syracuse				5	1.25	8	2.25	3.50	3.50	17	30	47	74	25.50	100	39.25	64.75	111.75	0
Tennessee									36	7	30	37	7	3	47	19	22	95	0
Texas				78	19.50	296	74	93.50	93.50				91	25.61	360	103.45	129.06		3.25
Texas Woman's		27	27			17	9.91	9.91	36.91	3	65	68	7	3.10	135	60.91	64.01	132.01	0
Toronto										36	136	172	7	2.20	23	7.50	9.70	181.70	0
Washington				2	.50	14	3.50	4	4	15	84	99	6	2.50	43	16.20	18.70	117.70	0

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Master's									Post-Master's								
	Full-Time			Part-Time						Full-Time			Part-Time					
				Men		Women		Total	Total FTE				Men		Women		Total	Total FTE
	Men	Women	Total	#	FTE	#	FTE			Men	Women	Total	#	FTE	#	FTE		
Wayne State	10	18	28	12	7	88	33	40	68	0	0	0	0	0	5	3	3	3
West. Michigan	10	20	30	7	3.22	48	23.22	26.44	56.44									
West. Ontario	33	100	133	12	3	70	17.50	20.50	153.50									
Wis. Madison	13	50	63	11	5.30	43	21.30	26.60	89.60	0	1	1	0	0	0	0	0	1
Wis. Milwaukee	13	43	56	10	2.75	63	21.25	24	80	0	0	0	1	.25	14	3.50	3.75	3.75

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Wayne State																		
West. Michigan											3	3	20	7.43	91	30.99	38.42	41.42
West. Ontario	3	6	9	2	.50			.50	9.50	2		2	2	.50	2	.50	1	3
Wis. Madison	2	3	5	1	.70	1	.20	.90	5.90		3	3	7	2.70	36	12.20	14.90	17.90
Wis. Milwaukee										1	1	2	8	2.35	14	4	6.35	8.35

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	Total FTE Off-Campus
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Wayne State	1	1	2	2	1	6	4	5	7	11	19	30	14	8	94	40	48	78	17
West. Michigan				4	1.66	20	8	9.66	9.66	10	23	33	31	12.31	159	62.21	74.52	107.52	18.77
West. Ontario						2	.50	.50	.50	38	106	144	16	4	74	18.50	22.50	166.50	11.75
Wis. Madison		1	1	6	1.50	11	3.60	5.10	6.10	15	58	73	25	10.20	91	37.30	47.50	120.50	0
Wis. Milwaukee				36	3.33	63	5.67	9	9	14	44	58	55	8.68	154	34.42	43.10	101.10	7.25

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE

	Master's									Post-Master's								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama A & M	4	6	10	3	1	43	14	15	25	2	1	3			5	2.66	2.66	5.66
Appalachian State	2	7	9			68	23.12	23.12	32.12				1	.67	8	5.36	6.03	6.03
Baylor		4	4	1	.25	5	2.75	3	7									
Cent. Arkansas	1	2	3	6	1.50	8	7	8.50	11.50									
Indiana State		4	4			9	3.67	3.67	7.67									
Kutztown		2	2	3	1.02	36	12.24	13.26	15.26									
N. C. Greensboro	2	5	7	6	3.30	61	37.30	40.60	47.60									
St. Cloud	4	8	12	5	2.30	7	2.50	4.80	16.80				1	.33	1	.67	1	1
Sam Houston		1	1	4	1.50	169	52.79	54.29	55.29						1	.25	.25	.25
S. Illinois	9	12	21	6	?	6	?		21+									
W. Kentucky	1	4	5			27	9.75	9.75	14.75						7	2.33	2.33	2.33
W. Maryland				3	1.90	18	10	11.90	11.90									

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Doctoral									Other Graduate								
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE						#	FTE	#	FTE		
Alabama A & M										3	2	5	18	6	6	2	8	13
Appalachian State																		
Baylor															4	2	2	2
Cent. Arkansas																		
Indiana State										1	2	3	3	1	9	3.33	4.33	7.33
Kutztown																		
N. C. Greensboro																		
St. Cloud													30	7	39	10	17	17
Sam Houston																		
S. Illinois	5	5	10	5	?	5	?		10+									
W. Kentucky													2	1.33	70	22	23.33	23.33
W. Maryland																		

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1981, by Program and Sex to Determine FTE (cont.)

	Undergraduate									Total									Total FTE Off-Campus
	Full-Time			Part-Time					Total FTE	Full-Time			Part-Time					Total FTE	
	Men	Women	Total	Men		Women		Total		Men	Women	Total	Men		Women		Total		
				#	FTE	#	FTE						#	FTE	#	FTE			
Alabama A & M										9	9	18	21	7	54	18.66	25.66	43.66	0
Appalachian State	1	21	22						22	3	28	31	1	.67	76	28.48	29.15	60.15	13.94
Baylor		10	10						10		14	14	1	.25	9	4.75	5	19	0
Central Arkansas																			
Indiana State	29	43	72	4	1	9	2	3	75	30	49	79	7	2	27	9	11	90	5.33
Kutztown	13	43	56			7	?	?	56+	13	45	58	3	1.02	43	?	1.02+	59.02+	0
N. C. Greensboro																			
St. Cloud	14	19	33						33	18	27	45	36	9.63	47	13.16	22.79	67.79	12.30
Sam Houston						119	28	28	28		1	1	4	1.50	289	81.04	82.54	83.54	0
S. Illinois										14	17	31	11	?	11	?	?	31+	
W. Kentucky		10	10	1	.20	24	4.80	5	15	1	14	15	3	1.53	128	38.88	40.41	55.41	15
W. Maryland																			

TABLE II-1-e: Member Schools - Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex (Fall Term 1981)

	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE		
Brigham Young				1	.25	14	3.67	3.92	3.92
Clarion		6	6	1	.25	34	11.50	11.75	17.75
Florida State	12	36	48	12	3	36	9.30	12.30	60.30
So. Connecticut	1	20	21			6	3.25	3.25	24.25
So. Mississippi		4	4	2	.75	23	11	11.75	15.75
Texas Woman's		27	27			17	9.91	9.91	36.91

TABLE II-1-f: Associate Member Schools - Undergraduate Library Science Majors Enrolled Full-Time and Part-Time by Sex (Fall Term 1981)

	Full-Time			Part-Time					Total FTE
	Men	Women	Total	Men		Women		Total	
				#	FTE	#	FTE		
Alabama A & M									
Appalachian State	1	21	22						22
Baylor		10	10						10
Cent. Arkansas									
Indiana State	1	3	4	1	.50			.50	4.50
Kutztown	13	43	56			7	4.69	4.69	60.69
N. C. Greensboro									
St. Cloud									
Sam Houston									
S. Illinois									
W. Kentucky		10	10			24	4.80	4.80	14.80
W. Maryland									

Number of Classes by Number of Students Enrolled

Schools were requested to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into eight categories. Sixty member schools completed all or part of Table II-2-a. Seven associate members completed Table II-2-b.

Schools were requested not to include individual study programs in the category 1-5, but to indicate such programs separately. Forty-one member schools reported 600 students doing individual studies termed Directed Research, Internships, Cooperative Education, Independent Research, Individual Study, Practicum, Ph.D. Dissertation, Special Studies, Doctoral Research, Field Study, Thesis Research and several variations on these terms. Three associate members reported 12 students doing independent work.

Twenty-two member schools reported that the category over 40 included such courses as Core Course (11 schools), Fundamentals of Bibliography (4 Schools), Library Skills for Undergraduates (2 schools), Information Science/Technology (2 schools), Children's Literature (2 schools) and Government Documents, Telenet, Media Production, Business Information Management Workshop, Special Problems Course, and Computer Programming (one school each).

Figures for Pittsburgh include only courses in the Department of Library Science.

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1981)

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Alabama	3	7	3	4	1	0	0	0
Albany	12	15	8	3	2	0	1	3
Alberta								
Arizona	3	3	3	3	0	3	7	0
Atlanta	5	4	3	2	1	0	0	0
Ball State	1	2	3	2	0	0	0	0
Brigham Young	2	6	11	1	3	0	1	1
British Columbia								
Buffalo	2	2	2	2	0	4	3	2
Cal. Berkeley	5	4	3	4	2	0	1	5
Cal. Los Angeles	4	8	8	6	3	0	1	0
Case Western	6	7	3	1	2	0	3	2
Catholic	6	9	10	8	1	4	0	0
Chicago	3	3	1	1	2	0	0	0
Clarion	6	8	3	2	0	1	0	0

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (cont.) (Fall Term 1981)

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Columbia	7	9	8	3	0	1	1	1
Dalhousie								
Denver								
Drexel	1	3	6	3	3	5	0	2
Emory	0	6	0	1	2	1	0	0
Emporia Kansas	1	10	4	4	1	0	1	2
Florida State	3	9	8	3	4	4	6	0
Geneseo	3	8	5	1	2	1	0	0
Hawaii	1	8	7	2	0	0	0	0
Illinois	7	2	6	4	2	2	0	1
Indiana	2	4	4	4	8	5	0	0
Iowa	2	7	2	3	3	1	1	0
Kent	3	9	7	6	3	3	1	0
Kentucky	1	7	10	0	2	3	1	0
Long Island	2	8	12	6	2	0	0	0
Louisiana	3	7	7	2	1	1	0	0
Maryland	4	6	12	5	4	4	4	0
McGill	2	1	1	1	0	3	3	5
Michigan	1	14	12	8	5	1	3	3
Minnesota	1	1	1	4	0	0	3	0
Mississippi	18	5	0	0	1	0	0	0
Missouri	6	6	4	1	2	3	0	0
Montreal	0	1	3	2	2	2	3	6
North Carolina	7	0	4	3	2	0	1	2
N. C. Central	9	6	4	4	0	0	0	0
North. Illinois	4	14	5	2	0	0	0	0
North Texas	0	7	7	2	3	0	4	0
Oklahoma	6	6	4	3	3	0	0	0
Peabody	4	6	2	2	2	0	1	0
Pittsburgh	5	5	5	6	3	4	0	0
Pratt	2	4	2	6	4	2	3	0

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (cont.) (Fall Term 1981)

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Queens	5	7	4	2	1	1	0	0
Rhode Island	6	8	7	4	2	2	0	0
Rosary								
Rutgers								
St. John's	3	9	2	1	0	1	1	0
San Jose								
Simmons								
South Carolina	10	11	3	1	1	5	1	0
So. California	2	10	3	4	2	0	0	0
So. Connecticut	0	0	3	2	9	1	0	0
South Florida	2	6	3	7	3	2	0	1
So. Mississippi	3	8	6	4	5	1	0	0
Syracuse	2	4	2	7	2	1	1	1
Tennessee								
Texas	8	8	7	4	1	1	0	2
Texas Woman's	7	7	7	3	1	2	2	0
Toronto	4	11	8	8	2	10	1	1
Washington	0	0	2	3	1	2	0	2
Wayne State	1	6	7	1	1	0	0	0
West. Michigan	1	14	4	4	1	4	0	0
West. Ontario	1	2	2	2	3	4	8	5
Wis. Madison	5	9	6	2	5	0	1	0
Wis. Milwaukee	6	5	7	3	3	1	4	0

TABLE II-2-b: Associate Member Schools - Number of Classes or Sections of Classes - Number of Students Enrolled (Fall Term 1981)

	1-5	6-10	11-15	16-20	21-25	26-30	31-40	over 40
Alabama A & M								
Appalachian State	2	5	2	5	3			
Baylor	2	4	1	2	1	0	1	1
Cent. Arkansas								
Indiana State	4	4	2		1		1	
Kutztown		3	5	3	1	1		
N. C. Greensboro	5	8	4	1				
St. Cloud								
Sam Houston	3	5	9	4	0	1	2	1
S. Illinois								
W. Kentucky	2	4	12	1	2			
W. Maryland								

Degrees and Certificates Awarded by Ethnic Background

The schools were asked to show the number of degrees and certificates awarded, including those awarded in summer session, by sex and ethnic origin.

All sixty-nine member schools responded. Information given was based on the Committee on Accreditation Report for 1980-81. Canadian schools were not asked to supply an ethnic breakdown. Fifty-three schools were able to supply an ethnic breakdown for some or all degrees awarded. The five categories for defining ethnic origin were those of the U. S. Department of Labor: American Indian or Alaskan Native (AI); Asian or Pacific Islander (AP); Black (B); Hispanic (H); and White (W).

The Table II-3-a immediately following is a summary of Table II-3-d for member schools. Totals given in both 3-a and 3-d include students not identified by ethnic origin.

Brigham Young awarded five Associate degrees. Totals for Pittsburgh include awards made in librarianship and information science. Washington awarded three students the Master's of Law Librarianship and these are included in both tables.

Since the figures are required for the COA Report it was somewhat surprising that some schools could not provide fuller information.

TABLE II-3-a: Summary - Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81)

	# Schools Reporting	Male						Female					
		AI	AP	B	H	W	Total*	AI	AP	B	H	W	Total*
Bachelor's	6					3	10	2		4		51	74
Master's	69	1	20	36	14	591	922	8	97	125	48	2787	3795
Post-Master's	26	1	1	1	1	15	22	0	5	8	2	54	83
Doctoral	13	0	0	3	0	14	26	0	2	5	0	20	41

*Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81)

	# Schools Reporting	Male						Female					
		AI	AP	B	H	W	Total*	AI	AP	B	H	W	Total*
Bachelor's	5					3	3			1		78	79
Master's	10			19		31	50		1	12	2	136	154
Post-Master's	4					3	3			3		12	15
Doctoral	1					2	2					2	2

*Includes students not identified by ethnic origin.

TABLE II-3-c: Member Schools - Bachelor's Degrees Awarded by Sex and Ethnic Origin (1980-81)

	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Clarion					1	1			1		12	13
Pittsburgh						7						17
So. Connecticut					1	1					8	8
So. Mississippi									1		8	9
Texas Woman's									2		6	8
West. Michigan					1	1	2				17	19

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81)

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama					9	9		1	3		41	65											6	6												
Albany					18	18	1	1	1		66	69											1	1												
Alberta						8						29																								
Arizona				1	15	16				3	48	51																								
Atlanta		1	5		1	7			13		3	16					1	1			1			1												
Ball State					3	3			2		22	24																								
Brigham Young		1			12	13		2			26	28																								
British Columbic					13	13					48	48																								
Buffalo		3	2		11	16		3	4		43	50																								
Cal. Berkeley			2		20	22	1	5	1	4	54	65					1	1		2			4	6			1		2	3					1	1
Cal. Los Angeles				1	9	10		6	1	2	23	32											1	1												
Case Western						20						53																		1						7
Catholic						23						87												2												
Chicago					6	6		1			15	16					1	1					2	2												
Clarion					2	2					14	14																								
Columbia		1	1		16	18		2	5	8	63	78				1	3	4		1			4	5					2	2					4	4

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) (cont.)

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Dalhousie						5						26																								
Denver		2		3	20	25		2	1		67	70			1		1	2			1		3	4												
Drexel					15	15			3	1	83	87											3	3					1	1						
Emory					5	5			1		39	40									1		3	4												
Emporia Kansas					11	11		3	1	1	58	63																								
Florida State			1	1	20	22	1	1	8	9	97	116					5	5		1		1	9	11			1			1			5		4	9
Geneseo		2	2		5	9		5			55	60																								
Hawaii		1			7	8		20			27	47																								
Illinois					19	19			1		54	55					1	1					5	5					2	2					1	1
Indiana			3	2	27	32		3	3		97	103					1	1		1			3	4					2	2		1			1	2
Iowa		1			10	11			2		30	32																								
Kent		1			19	20		4	4		87	95											2	2												
Kentucky					5	5			1		55	56																								
Long Island						11						73												1												
Louisiana					8	8		5	2		43	50																								
Maryland			1		10	11		1	6	2	80	89															1			1						

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) (cont.)

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
McGill						13						45																								
Michigan			5		30	35		2	5	2	124	133																								
Minnes					5	5					34	34																							2	2
Mississippi									1		13	14																								
Missouri					8	8					37	37																								
Montreal						30						58																								
North Carolina			1		19	20					40	40																								
N. C. Central			3			3			7		8	15																							1	1
North Illinois					4	4					24	24																								
North Texas					6	6				2	40	42		1				1			1		4	5												
Oklahoma					7	7	2	1	1	2	72	78																								
Peabody		1		1	4	6		2	4		38	44						[illegible]			1		1	2												
Pittsburgh						54						110						3						8						4						7
Pratt			3		7	10	1		11		42	54					1	1																		
Queens			1	1	6	8		2	1	2	15	20											1	1												
Rhode Island					15	15		1	1		51	53																								

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) (cont.)

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Rosary				1	7	8		3	2	1	63	69																								
Rutgers						19						123												3						2						
St. John's		2			2	4		5	4		13	22																								
San Jose						8						53																								
Simmons			1		31	32		3	3		168	174																								
South Carolina					6	6			6		44	50									1			1												
So. California				2	9	11		1	3	1	32	37																	2	2						
So. Connecticut						7		3	3		63	69											1	1												
South Florida					17	17			2		100	102																								
So. Mississippi					3	3		1	2		26	29																								
Syracuse			3		9	12		1	1		40	42									1			1					1	1					2	2
Tennessee					7	7					39	39																								
Texas				1	16	17		4	1	4	58	67																							1	1
Texas Woman's							1		3	3	49	56																				1			1	2
Toronto						21						87																		1						
Washington	1	2	2		15	20					49	49																								

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) (cont.)

	Master's												Post-Master's												Doctoral											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Wayne State						11						50																								
West. Michigan					16	16		3			61	64	1					1				1		1												
West. Ontario						37						105																		1						
Wis. Madison		2	1		13	16	1			1	72	74									1		1	2					2	2					2	2
Wis. Milwaukee					5	5			1		34	35																								

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (cont.) (1980-81)

TOTAL

	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama					9	9		1	3		47	51
Albany					18	18	1	1	1		67	70
Alberta						8						29
Arizona						16						51
Atlanta		1	5		2	8			14		3	17
Ball State					3	3			2		22	24
Brigham Young		1			12	13		2			26	28
British Columbia					13	13					48	48
Buffalo		3	2		11	16		3	4		43	50
Cal. Berkeley			3		23	26	1	7	1	4	59	72
Cal. Los Angeles						10						33
Case Western						21						60
Catholic						23						89
Chicago					7	7		1	0		17	18
Clarion					3	3			1		26	27
Columbia		1	1	1	21	24		3	5	8	71	87
Dalhousie						5						26
Denver		2	1	3	21	27		2	2		70	74
Drexel					16	16			3	1	86	90
Emory					5	5			2		42	44
Emporia Kansas					11	11		3	1	1	58	63
Florida State			2	1	25	28	1	2	13	10	110	136
Geneseo		2	2		5	9		5			55	60
Hawaii		1			7	8		20			27	47
Illinois					22	22			1		60	61
Indiana			3	2	30	35		5	3		101	109
Iowa		1			10	11			2		30	32
Kent		1			19	20		4	4		89	97
Kentucky					5	5			1		55	56
Long Island						11						74

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (cont.) (1980-81)

TOTAL

	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Louisiana					8	8		5	2		43	50
Maryland			2		10	12		1	6	2	80	89
McGill						13						45
Michigan			5		30	35		2	5	2	126	135
Minnesota					5	5					34	34
Mississippi									1		13	14
Missouri					8	8					37	37
Montreal						30						58
Northern Carolina			1		19	20					41	41
N.C. Central			3			3			7		8	15
Northern Illinois					4	4					24	24
North Texas		1			6	7			1	2	44	47
Oklahoma					7	7	2	1	1	2	72	78
Peabody		1		1	4	6		2	5		39	46
Pittsburgh						68						142
Pratt						11						54
Queens			1	1	6	8		2	1	2	16	21
Rhode Island					15	15		1	1		51	53
Rosary				1	7	8		3	2	1	63	69
Rutgers						21						126
St. John's		2			2	4		5	4		13	22
San Jose						8						53
Simmons			1		31	32		3	3		168	174
South Carolina					6	6			7		44	51
So. California				2	11	13		1	3	1	32	37
So. Connecticut						8		3	3		72	78
South Florida					17	17			2		100	102
So. Mississippi					3	3		1	3		34	38
Syracuse			3		10	13		1	2		42	45

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (cont.) (1980-81)

TOTAL

	Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Tennessee					7	7					39	39
Texas				1	16	17		4	1	4	59	68
Texas Woman's							1	1	5	3	56	66
Toronto						22						87
Washington	1	2	2		15	20					49	49
Wayne State						11						50
West. Michigan	1				17	18	2	3		1	78	84
West. Ontario						38						105
Wis. Madison		2	1		15	18	1		1	1	75	78
Wis. Milwaukee					5	5			1		35	36

TABLE II-3-e: Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81)

	Bachelor's												Master's												Post-Master's											
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama A & M															18		12	30			10		53	63					2	2			1		5	6
Appalachian State											11	11					1	1					11	11									2			2
Baylor					1	1					5	5											5	5											6	6
Cent. Arkansas																																				
Indiana State																	2	2		1			12	13												
Kutztown					2	2					10	10					2	2			1		12	13												
N. C. Greensboro																	2	2			1		26	27												
St. Cloud															1		7	8				1	4	5					1	1					1	1
Sam Houston									1		47	48																								
S. Illinois																	5	5				1	6	7												
W. Kentucky											5	5											7	7												
W. Maryland																								3												

TABLE II-3-e: Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1980-81) (cont.)

	Doctoral												Total																							
	Male						Female						Male						Female						Male						Female					
	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total	AI	AP	B	H	W	Total
Alabama A & M															18		14	32			11		58	69												
Appalachian State																	1	1			2		22	24												
Baylor																	1	1					16	16												
Cent. Arkansas																																				
Indiana State																	2	2		1			12	13												
Kutztown																	4	4			1		22	23												
N. C. Greensboro																	2	2			1		26	27												
St. Cloud															1		8	9				1	5	6												
Sam Houston																					1		47	48												
S. Illinois					2	2					2	2					7	7				1	8	9												
W. Kentucky																							12	12												
W. Maryland																								3												

Number of Students by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d in the student profile breakdown identify the number of students by sex and ethnic origin.

Figures for Table II-4 are based on the number of students officially enrolled in the Fall Term 1981. Citizens and permanent residents only were to be included. Canadian schools did not supply the ethnic breakdown. The definitions of the degrees were based on the COA Report definitions, that is: the Master's, Post Master's and Doctoral degree categories included only those students working toward the degree in librarianship on or off campus; the Other Graduates category included students taking library science courses as cognate or service courses or for professional development on or off campus; the Undergraduate category included students taking library science courses as cognate or service courses for undergraduate credit on or off campus. The ethnic origin was based on the Department of Labor categories used in Table II-3.

The following summaries include the number of schools replying to each part of the request.

TABLE II-4-a: Summary - Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1981)

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B	H	W	N/A	Total*
Master's	65	6	23	43	20	1109	339	1540	9	112	218	70	4569	1571	6549
Post-Master's	34	0	2	1	0	34	12	49	1	1	12	1	146	75	236
Doctoral	24		5	7	3	109	50	174	1	2	26	5	146	82	262
Other Grads.	45		6	6	11	210	60	293	1	17	19	2	809	186	1034
Undergrads.	30	2	3	24	7	294	165	495	4	9	64	7	994	515	1593

TABLE II-4-b: Summary - Associate Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1981)

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B	H	W	N/A	Total*
Master's	10				3	33		36		5	10	28	402		445
Post-Master's	2					2		2					11		11
Doctoral	1		2	1		5		8					10		10
Other Grads.	4					39		39			2	5	53		60
Undergrads.	7			6	1	110		117	1	1	10		259		271

*Includes students undifferentiated by ethnic origin.

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama					7		7		2	3		47		52					3		3					2		2
Albany		1			32		33		2	2	1	100		105					2		2					7		7
Alberta																												
Arizona					13		13		3		2	88		93														
Atlanta		1	10		3		14		1	28		2		31						1	1			4				4
Ball State					4		4					38		38														
Brigham Young					21		21		2			42		44														
British Columbia					21		21					96		96														
Buffalo		2	1	1	21		25		8	5		115		128					1		1		1			3		4
Cal. Berkeley		1		4	24		29		2	1	6	77		86					2		2					12		12
Cal. Los Angeles				1	22		23	1	4	2	4	79		90												2		2
Case Western			1		12		13		1	10		68		79												2		2
Catholic						58	58						255	255						6	6						35	35
Chicago					20		20			1	1	27		29						1	1					2		2
Clarion				1	14		15	1		1		35		37														
Columbia			2	1	45		48		5	2	2	90		99					5		5	1		1		13		15

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduate													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama																							1	2		12		15
Albany																			8		8					22		22
Alberta																												
Arizona																												
Atlanta																								1				1
Ball State																1		4			5					8		8
Brigham Young																			2		2		1			4		5
British Columbia																			1		1					12		12
Buffalo																			2		2					11		11
Cal. Berkeley					9		9			1		10		11														
Cal. Los Angeles					3		3					4		4														
Case Western			1	1	2		4			2		10		12												1		1
Catholic																				1	1						2	2
Chicago					1		1		1	2		3		6												1		1
Clarion																												
Columbia		1	1		21		23			2		22		24					7		7		1			15		16

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama			9	1	20		30			1		17		18
Albany														
Alberta														
Arizona														
Atlanta										1				1
Ball State														
Brigham Young	1	2			72		75	4	8	1	1	62		76
British Columbia														
Buffalo														
Cal. Berkeley														
Cal. Los Angeles						41	41						38	38
Case Western														
Catholic														
Chicago														
Clarion	1						1			1		48		49
Columbia														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Dalhousie						11	11						54	54														
Denver		4	2		15		21		4	3	2	97		106												2		2
Drexel			2		56		58			4	1		206	211													10	10
Emory			1		8		9	1		1		49		51										1		4		5
Emporia Kansas					19		19		1	1	1	89		92														
Florida State		1	2		16		19			3	1	81		85					1		1					1		1
Geneseo					16		16					57		57												9		9
Hawaii		3			9		12		19			35	1	55														
Illinois	1	2			19		22		2	2	1	78		83					1		1					4		4
Indiana		1	1		44		46		1		1	145		147		1			1		2			1		5		6
Iowa					18		18			1		36		37														
Kent					32		32		2	4		198		204										1		2		3
Kentucky					18		18		1	1		109		111												4		4
Long Island																												
Louisiana					10		10		2	4	2	57		65														
Maryland		1	3		44		48			10		193		203														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduates													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Dalhousie																												
Denver																												
Drexel					4		4			1			9	10														
Emory																		1			1					1		1
Emporia Kansas																			5		5					69		69
Florida State					2		2			3		2		5														
Geneseo																												
Hawaii																1		1	1		3		6			9		15
Illinois				1	9		10			1		12		13														
Indiana			1		13		14			3		13		16														
Iowa																1	1		2		4					3		3
Kent																	1		2		3			1		9		10
Kentucky																1			8		9		1	1		39		41
Long Island																												
Louisiana																1		1	8	1	11		2			36		38
Maryland					2		2					2		2						11	11						31	31

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (Cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Dalhousie														
Denver														
Drexel														
Emory														
Emporia Kansas					4		4			1		50		51
Florida State														
Geneseo														
Hawaii														
Illinois														
Indiana														
Iowa				1	11		12			1		25		26
Kent					3		3					8		8
Kentucky						2	2						70	70
Long Island														
Louisiana														
Maryland														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Mc Gill						29	29						104	104														
Michigan			1	1	24		26		1	9	4	170		184														
Minnesota					17		17			1		94		95					1		1					3		3
Mississippi			1		7		8			5		45	10	60														
Missouri			1		23		24		1	2	1	71		75														
Montreal						57	57						113	113														
North Carolina			1		26		27		2	5		114		121														
N. C. Central			3		3		6	1		32		22		55														
North Illinois					10		10		4	1		32		37														
North Texas		2			29		31		5	2	5	96		108		1			5		6					8		8
Oklahoma					7		7	2	1	1	2	72		78														
Peabody					6		6		3	2	5	47		57														
Pittsburgh						30	30						132	132													14	14
Pratt	2		4	2	37		45			29	1	95		125			1		2		3			1		5		6
Queens					17		17		6	5	6	46		63														
Rhode Island					23		23					110		110					2		2					3		3

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduate													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
McGill																												
Michigan			1		2		3			5		5		10						9	9						45	45
Minnesota					6		6			1		1		2					9		9	1				27		28
Mississippi																												
Missouri																												
Montreal																				16	16						16	16
North Carolina					7		7			1		4		5														
N. C. Central																								2		6		8
North Illinois																			12		12		1			52		53
North Texas			2		1		3					13		13					2		2					11		11
Oklahoma																												
Peabody																			4		4			1		12		13
Pittsburgh						14	14						33	33													12	12
Pratt																												
Queens																1	1	2	1		5					20		20
Rhode Island																			29		29					139		139

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
McGill														
Michigan						4	4						2	2
Minnesota					12		12					12		12
Mississippi														
Missouri														
Montreal														
North Carolina														
N. C. Central					1		1			15		4		19
North Illinois					3		3					11		11
North Texas					2		2			1		5		6
Oklahoma														
Peabody														
Pittsburgh														
Pratt														
Queens					1		1					1		1
Rhode Island					54		54					252		252

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Rosary																												
Rutgers						33	33						209	209						4	4						16	16
St. John's	1	3	2	1	16		23		6	2	2	50		60												1		1
San Jose						40	40						169	169														
Simmons			1		47		48			3		276		279														
South Carolina			1		12		13			5		77		82					2		2			2		2		4
So. California			1	1	18		20		8	4	8	50		70														
So. Connecticut					33		33		2	4	2	128		136					1		1					5		5
South Florida					17		17			1		109		110					2		2					5		5
So. Mississippi				1	16		17			6		68		74														
Syracuse					19		19		2	1		71		74					1		1					1		1
Tennessee			1		9		10		3	2		46		51														
Texas				1	32		33				5	85		90					1		1				1	24		25
Texas Woman's				1	6		7	1	1	2	1	122		127												1		1
Toronto						36	36						148	148														
Washington		1	1		16		18		5		2	88		95														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduate													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Rosary																												
Rutgers						27	27						27	27						12	12						42	42
St. John's																			2		2					1		1
San Jose																												
Simmons		3			3		6					7		7									1			9		10
South Carolina																												
So. California		1			12		13		1	1	2	8		12					2		2							
So. Connecticut																			9		9		1	2		37		40
South Florida																	2		14		16			4	2	102		108
So. Mississippi																		1	3		4		1	2		3		6
Syracuse					5		5				1	6		7					48		48					26		26
Tennessee																			2		2						9	9
Texas					4		4			1		6		7												2		2
Texas Woman's				1	1		2	1		1	2	15		19									1			4		5
Toronto						4	4						7	7						3	3						4	4
Washington																				1	1						15	15

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Rosary														
Rutgers														
St. John's						30	30						55	55
San Jose														
Simmons														
South Carolina					1		1			8		78		86
So. California														
So. Connecticut			7	5	68		80			5	4	190		199
South Florida					4		4					15		15
So. Mississippi					2		2			6		21		27
Syracuse					5		5			1		7		8
Tennessee						2	2						26	26
Texas						78	78						296	296
Texas Woman's										5	1	38		44
Toronto														
Washington						2	2						14	14

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Wayne State																												
West. Michigan	2				15		17	2				66		68														
West. Ontario						45	45						170	170														
Wis. Madison				2	22		24				1	92		93												1		1
Wis. Milwaukee				2	19		21			5		99		104					1		1			1		13		14

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduate													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Wayne State																												
West. Michigan																	1		19		20			3		91		94
West. Ontario						5	5						6	6						4	4						2	2
Wis. Madison			1		2		3			1		3		4						2	2						8	8
Wis. Milwaukee																		1	8		9					15		15

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Wayne State														
West. Michigan					4		4					20		20
West. Ontario													2	2
Wis. Madison						6	6						12	12
Wis. Milwaukee		1	8		27		36		1	9	1	52		63

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981
(Citizens and Permanent Residents Only)

	Master's														Post-Master's													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama A & M																												
Appalachian State				2			2			3	1	71		75					1		1					9		9
Baylor					1		1					9		9														
Cent. Arkansas					2		2					19		19														
Indiana State												11		11														
Kutztown					3		3		1			37		38														
N. C. Greensboro					8		8			4		62		66														
St. Cloud				1	?	?	?												1		1							
Sam Houston					4		4		3	2	26	138		169												2		2
S. Illinois					11		11		1	1	1	10		13														
W. Kentucky					1		1					27		27														
W. Maryland					3		3					18		18														

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Doctoral														Other Graduate													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama A & M																												
Appalachian State																												
Baylor																								1		3		4
Cent. Arkansas																			5		5			1	5			6
Indiana State																			4		4					11		11
Kutztown																												
N. C. Greensboro																												
St. Cloud																			30		30					39		39
Sam Houston																												
S. Illinois		2	1		5		8					10		10														
W. Kentucky																												
W. Maryland																												

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1981 (Citizens and Permanent Residents Only) (cont.)

	Undergraduate													
	Male							Female						
	AI	AP	B	H	W	NA	T	AI	AP	B	H	W	NA	T
Alabama A & M					1		1			1		20		21
Appalachian State														
Baylor									1			9		10
Cent. Arkansas												12		12
Indiana State			6	1	21		28	1		8		38		47
Kutztown					13		13					50		50
N. C. Greensboro														
St. Cloud					75		75					96		96
Sam Houston														
S. Illinois														
W. Kentucky										1		34		35
W. Maryland														

Number of In-State/Province and Out-of-State/Province Students Enrolled (Including Foreign Students)

Schools were asked to indicate the number of in-state/province and the number of out-of-state/province students enrolled including foreign students. Fifty-eight member schools reported 5346 in-state/province students and 1513 out-of-state/province students for a total of 6859 in the Master's programs. Twenty-seven member schools reported 176 in-state/province and 65 out-of-state/province students for a total of 241 in the Post-Master's programs. Twenty member schools reported 202 in-state/province and 157 out-of-state/province students in Doctoral programs for a total of 359. Total enrollment of in-state/province students was 5724; out-of-state/province enrollment was 1735 for a total of 7459 students from 58 of the 69 member schools. Twelve associate member schools reported 611 in-state and 121 out-of-state Master's students; 16 in-state and 2 out-of-state Post-Master's students; and 14 in-state and 6 out-of-state Doctoral students. The total number of students was 641 in-state and 129 out-of-state or 770 in all.

The compilation by school is as follows:

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, Including Foreign Students

	Master's		Post-Master's		Doctoral		Total	
	In	Out	In	Out	In	Out	In	Out
Alabama	42	23	3	2			45	25
Albany	146	22	9				155	22
Alberta	44	17					44	17
Arizona	47	57					47	57
Atlanta	38	8	5				43	8
Ball State	39	3					39	3
Brigham Young	43	30					43	30
British Columbia	102	15					102	15
Buffalo	130	23	4	1			134	24
Cal. Berkeley	115	19	14	4	20	6	149	29
Cal. Los Angeles	108	14	2		6	4	116	18
Case Western	119	15			20	6	139	21
Catholic	69	248	8	31			77	279
Chicago	20	29	3		5	2	28	31
Clarion	34	18					34	18
Columbia	107	44	10	10	26	29	143	83

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, Including Foreign Students (cont.)

	Master's		Post-Master's		Doctoral		Total	
	In	Out	In	Out	In	Out	In	Out
Dalhousie	40	20					40	20
Denver	73	54		2			73	56
Drexel								
Emory	37	22	5				42	22
Emporia Kansas	99	12					99	12
Florida State	23	19	1		2	2	26	21
Geneseo	71	6	9	4			80	10
Hawaii	63	24					63	24
Illinois	77	28	5		15	8	97	36
Indiana	150	43	7	1	17	25	174	69
Iowa	47	11					47	11
Kent	236	6	3				239	6
Kentucky	86	43	4				90	43
Long Island	217	8					217	8
Louisiana	67	8					67	8
Maryland	186	70			4	2	190	72
McGill	116	17					116	17
Michigan	155	65			5	14	160	79
Minnesota	104	8	4		4	4	112	12
Mississippi	60	8					60	8
Missouri								
Montreal	159	11					159	11
North Carolina	86	63			5	7	91	70
N. C. Central	63	6					63	6
North Illinois	43	4					43	4
North Texas	121	18	12	2	8	5	141	25
Oklahoma	79	6					79	6
Peabody	33	30			8	9	41	39
Pittsburgh								
Pratt								
Queens	68	2					68	2
Rhode Island	76	57	3	2			79	59

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, Including Foreign Students (cont.)

	Master's		Post-Master's		Doctoral		Total	
	In	Out	In	Out	In	Out	In	Out
Rosary	181	14	19				200	14
Rutgers								
St. John's	72	15	2				74	15
San Jose								
Simmons	253	76			5	8	258	84
South Carolina	71	17	4	2			75	19
So. California	81	9			15	10	96	19
So. Connecticut								
South Florida								
So. Mississippi	75	16					75	16
Syracuse								
Tennessee	86	9					86	9
Texas	97	29	24	3	6	5	127	37
Texas Woman's	134	2	1		21	3	156	5
Toronto	79	11			7	4	86	15
Washington	95	18					95	18
Wayne State								
West. Michigan	74	11					74	11
West. Ontario								
Wis. Madison	90	27		1	3	4	93	32
Wis. Milwaukee	120	5	15				135	5

TABLE II-5-b: Associate Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1981, Including Foreign Students

	Master's		Post-Master's		Doctoral		Total	
	In	Out	In	Out	In	Out	In	Out
Alabama A & M	54	39	6	2			60	41
Appalachian State	75	2	8				83	2
Baylor	9	1					9	1
Cent. Arkansas	21						21	
Indiana State	11	2					11	2
Kutztown	40	2					40	2
N. C. Greensboro	71	3					71	3
St. Cloud	21	3	2				23	3
Sam Houston	240	54					240	54
S. Illinois	21	12			14	6	35	18
W. Kentucky	36	2					36	2
W. Maryland	12	1					12	1

Foreign Students Enrolled

Sixty-one member schools reported having foreign students enrolled. In summary member schools showed a total of 565 students distributed as follows:

TABLE II-6-a: Summary - Member Schools - Foreign Students Enrolled, Fall Term 1981

	# Schools Reporting	Male	Female
Master's	56	124	307
Post-Master's	10	7	11
Doctoral	18	42	43
Other Graduate	14	13	10
Undergraduate	3	3	5
TOTAL		189	376

Seven associate member schools reported a total of thirty foreign students as follows:

TABLE II-6-b: Summary - Associate Member Schools - Foreign Students Enrolled, Fall Term 1981

	# Schools Reporting	Male	Female
Master's	6	5	12
Post-Master's			
Doctoral	1	2	0
Other Graduate			
Undergraduate	2	5	6
TOTAL		12	18

The listing by school is as follows:

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1981, by Program Level and Sex

	Master's		Post-Master's		Doctoral		Other Graduate		Under-graduate		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Alabama		3	1								1	3
Albany	2	4									2	4
Alberta		2										2
Arizona		1										1
Atlanta	4	4									4	4
Ball State							1				1	
Brigham Young	3	1									3	1
British Columbia		1						1				2
Buffalo	5	14		1							5	15
Cal. Berkeley	1	4		3		2					1	9
Cal. Los Angeles		9			3						3	9
Case Western	17	22			10	1					27	23
Catholic	3	15	1	2							4	17
Chicago						1						1
Clarion	4	2							3		7	2
Columbia		5			2	6		2			2	13
Dalhousie	1	4									1	4

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1981, by Program Level and Sex (cont.)

	Master's		Post-Master's		Doctoral		Other Graduate		Under-graduate		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Denver	6	6									6	6
Drexel	2	3				1					2	4
Emory		1					1				1	1
Emporia Kansas		3										3
Florida State		1										1
Geneseo	1	3	2	2							3	5
Hawaii	1	9									1	9
Illinois	1	6			2	2					3	8
Indiana	9	13			7	4					16	17
Iowa	1	2									1	2
Kent	1										1	
Kentucky		1					1	1			1	2
Long Island												
Louisiana		6					1				1	6
Maryland	2	3				2	1				3	5
McGill	1	4									1	4
Michigan	2	8			6						8	8
Minnesota					1	1		1			1	2
Mississippi												
Missouri	1	7									1	7
Montreal	7	2									7	2
North Carolina		4										4
N. C. Central		3										3
North Illinois		4										4
North Texas	2	4	1	1						1	3	6
Oklahoma		6										6
Peabody		8										8
Pittsburgh	10	11			8	11					18	22
Pratt	7	19	1								8	19
Queens		10					3				3	10

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1981, by Program Level and Sex (cont.)

	Master's		Post-Master's		Doctoral		Other Graduate		Under-graduate		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Rhode Island												
Rosary												
Rutgers												
St. John's	5	7									5	7
San Jose												
Simmons	4	16				2		1			4	19
South Carolina			1								1	
So. California		7			2	2	2				4	9
So. Connecticut												
South Florida	1	2		1							1	3
So. Mississippi								1				1
Syracuse	5	3			1	2					6	5
Tennessee		2										2
Texas	1	2		1							1	3
Texas Woman's	1	1				3				4	1	8
Toronto	3	8				2					3	10
Washington		3										3
Wayne State												
West. Michigan	3	2					2	1			5	3
West. Ontario	3	5				1					3	6
Wis. Madison	1	10					1	2			2	12
Wis. Milwaukee	3	1									3	1

TABLE II-6-d: Associate Member Schools - Number of Foreign Students Enrolled, Fall Term 1981, by Program Level and Sex

	Master's		Post-Master's		Doctoral		Other Graduate		Under-graduate		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Alabama A & M												
Appalachian State												
Baylor										1		1
Cent. Arkansas												
Indiana State		2							5	5	5	7
Kutztown		2										2
N. C. Greensboro		1										1
St. Cloud	1										1	
Sam Houston		2										2
S. Illinois	4	5			2						6	5
W. Kentucky												
W. Maryland												

Foreign Students Enrolled by Country of Origin

Sixty-three member schools were able to list their students enrolled in the Fall Term of 1981 by country of origin and program. Forty-six schools had 1-10 foreign students; eleven had 11-20; and six had more than twenty for a total of 542 students.

Arizona, British Columbia, Chicago, Emory, Kent, Kentucky, Oklahoma, South Carolina, and Southern Mississippi each reported one student. Alberta, Florida State, Long Island University, Minnesota, and Tennessee each reported two students. Brigham Young, Emporia, Iowa, North Carolina Central, Rosary, Texas Woman's, Wayne, and Washington each reported three students. Alabama, Dalhousie, Northern Illinois, North Carolina (Chapel Hill), Southern Florida, Texas, and Wisconsin-Madison each reported four. McGill and Western Michigan reported five. Albany, Clarion, and Drexel reported six. Louisiana State and Maryland reported seven. Atlanta, Geneseo, Missouri, and Peabody reported eight. Montreal, North Texas, and Western Ontario reported nine. Berkeley, Hawaii, and Queens reported ten. Illinois, Southern California, and Wisconsin-Milwaukee reported eleven. Los Angeles, Denver, and St. John's reported twelve. Columbia, Syracuse, and Toronto reported thirteen. Michigan reported sixteen. Buffalo reported twenty; Catholic twenty-one; Simmons twenty-two; Pratt twenty-seven; Indiana thirty-three; Pittsburgh forty; and Case reported fifty.

Among the associate members, St. Cloud and North Carolina (Greensboro) reported one each; Sam Houston, Indiana State and Kutztown reported two; and Southern Illinois reported eleven.

The largest number of foreign students came from Taiwan (65), Canada (32), Nigeria (27), China (26), and India (24).

Three students were listed as being from Africa, no country specified.

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1981) by Country and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			
	Member			Member			Member			
Country	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	TOTAL
Algeria	1									1
Argentina							1			1
Australia	4	1		2			2			9
Austria		1								1
Bahamas	1									1
Bangladesh	2						1			3
Barbados	1									1
Belgium	1									1
Botswana		1								1
Brazil	4						4			8
Cameroun		1								1
Canada	24			1			7			32
Chile	2			1						3
China	23	1	1				1			26
Colombia	5									5
Costa Rica	2									2
Czechoslovakia	1	1								2
Denmark	3									3
Egypt	13		1							14
England	2	1		1						4
Ethiopia	3									3
Fiji	1									1
Finland	1						1			2
France	1									1
Ghana	1									1
Granada	1									1
Great Britain	1	3								4

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1981) by Country and Program Level (cont.)

	MASTER'S			POST-MASTER'S			DOCTORAL			
	Member			Member			Member			
Country	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	TOTAL
Greece	1									1
Guyana	2									2
Haiti	1									1
Hong Kong	5	1								6
Hungary	1									1
India	18	1	1	1			3			24
Indonesia	4									4
Iran	8		3				3	1		15
Iraq	3						1			4
Ireland	1									1
Israel	4			1			3			8
Italy	1	1								2
Ivory Coast	1	1								2
Jamaica	3	2					1			6
Japan	8									8
Jordan	2						1			3
Kenya	2									2
Korea	18						5			23
Kuwait	4									4
Latvia	1									1
Lebanon	4									4
Liberia	1									1
Libya	15									15
Macao				1						1
Malaysia	11	1	3				2			17
Mexico	7	1					2			10
Morocco	2	3					1			6
Nepal	1									1
New Guinea	1									1
Niger		1								1
Nigeria	11		1	3			10	1	1	27

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1981) by Country and Program Level (cont.)

	MASTER'S			POST-MASTER'S			DOCTORAL			
	Member			Member			Member			
Country	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	TOTAL
Norway			1							1
Pakistan	3						2			5
Panama	1									1
Peru	2									2
Philippines	5			1						6
Poland	1						1			2
Puerto Rico	3									3
Russia	6									6
Saudi Arabia	12						8			20
Singapore	2									2
South Africa	7	2					1			10
Spain	1						2			3
Sri Lanka	1									1
Sudan	1									1
Swaziland		1								1
Sweden		1								1
Switzerland	1									1
Taiwan	60		3	2						65
Thailand	9						4		1	14
Tobago		1								1
Trinidad	5	1		1						7
Tunisia	1	2								3
Turkey	2		1							3
United States		8						1		9
Uruguay	1									1
Venezuela	6		1				1			8
Vietnam				1						1
West Germany	6									6
West Indies	2									2
Zambia	6									6

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1981) by Country and Program Level (cont.)

	MASTER'S			POST-MASTER'S			DOCTORAL			
	Member			Member			Member			
Country	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	TOTAL
Zaire	1									1
Zimbabwe	1									1

Students Enrolled by Age and Sex

Forty-five member schools responded to the request for the number of all students by their ages as of January 1, 1982 and by sex (if available). The age categories are those used by the census bureau and in the USOE Library Manpower Study published in 1966. The results are summarized as follows:

TABLE II-8-a: Summary - Member Schools - Students Enrolled by Age (as of January 1, 1982) and Sex

		19 & under	20-24	25-34	35-44	45-54	55-64	65 & over	Ages not Avail.	Total
MALE	Master's	0	117	530	124	38	6	0	244	1059
	Post-Master's	0	1	5	7	1	1	0	13	28
	Doctoral	0	1	49	47	8	1	0	39	145
FEMALE	Master's	0	744	1791	756	268	41	1	816	4417
	Post-Master's	0	3	32	25	16	4	0	64	144
	Doctoral	0	3	48	64	19	4	1	89	228

Replies from the six associate respondents are summarized as follows:

TABLE II-8-b: Summary - Associate Member Schools - Students Enrolled by Age (as of January 1, 1982) and Sex

		19 & under	20-24	25-34	35-44	45-54	55-64	65 & over	Ages not Avail.	Total
MALE	Master's	0	8	19	8	4	3	0	21	63
	Post-Master's	0	1	1	1	0	0	0	0	3
	Doctoral									

TABLE II-8-b: Summary - Associate Member Schools - Students Enrolled by Age (as of January 1, 1982) and Sex (cont.)

		19 & under	20-24	25-34	35-44	45-54	55-64	65 & over	Ages not Avail.	Total
FEMALE	Master's	0	27	102	57	30	15	7	26	264
	Post-Master's	0	1	5	3	6	0	0	0	15
	Doctoral									

Information for the following tables was not requested for this survey, but will be again in the future:

Students by Sex and Highest Previous Degree Held

Table II-9-a: Summary - Member Schools

Table II-9-b: Summary - Associate Member Schools

Students by Undergraduate Major, Sex and Program Level

Table II-10-a: Summary - Member Schools

Table II-10-b: Summary - Associate Member Schools

Financial

All schools were requested to report the amount of financial aid awarded to and accepted by graduate students in Master's, Post-Master's, and Doctoral programs by sex and total amounts of awards (Table II-11). Figures used were based on awards accepted and used for the most recently completed fiscal year (1980-81). Included were such scholarship/fellowship aid as awards administered directly through the library school or department, awards granted from other college or university funds, awards made through the school but from non-Federal sources (such as H. W. Wilson awards), and common market tuition waivers. Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Sixty-one member schools responded to the request. Reported funds available and awarded ranged from a low of $450 to a high of $240,663 for member schools. For associate members the low was $11,538 and the high, $15,200. The responses to this very specific question were again surprisingly incomplete and difficult to interpret from several schools.

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81)

	Master's						Post-Master's						Doctoral					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
Alabama			5	11,500	5	11,500												
Albany	1	3,000	1	3,000	2	6,000												
Alberta	1	4,000	2	11,000	3	15,000												
Arizona	7	9,896	15	25,795	22	35,691												
Atlanta	7	8,100	16	19,540	23	27,640												
Ball State			2	10,551	2	10,551												
Brigham Young	3	3,070	11	3,060	14	6,130												
British Columbia	1	1,320	5	8,825	7	10,145												
Buffalo	2	10,150			2	10,150												
Cal. Berkeley	2	7,065	10	33,469	12	40,534							3	17,957	1	4,065	4	22,022
Cal. Los Angeles	7	10,454	16	37,657	23	48,111												
Case Western	1	8,596	1	8,596	2	17,192							2	1,200	4	20,064	6	21,264
Catholic	3	16,060	14	47,461	17	63,521												
Chicago	15	31,555	26	54,615	41	86,170			3	4,250	3	4,250	1	2,640	6	11,210	7	13,850
Clarion																		
Columbia	7	16,848	26	88,690	33	105,538	4	18,252	3	15,836	7	34,088	1	3,510	3	3,510	4	7,020

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81) (cont.)

	Master's						Post-Master's						Doctoral					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
Dalhousie	3	2,178	20	24,742	23	26,920												
Denver	8	14,275	45	49,869	53	63,590	1	2,265	5	5,780	6	8,045						
Drexel	2	6,000	14	29,200	16	35,200									2	7,000	2	7,000
Emory	14	12,058	58	116,210	72	128,268			19	11,904	19	11,904						
Emporia Kansas			4	2,800	4	2,800												
Florida State			2	3,000	2	6,000(?)							1	6,000	3	14,400	4	20,400
Geneseo																		
Hawaii			15	(?)	15	4,725												
Illinois	4	6,493	12	20,710	16	27,203							6	14,173	5	17,430	11	31,603
Indiana	1	1,000	12	23,601	13	24,601			1	5,880	1	5,880	7	16,854	4	1,828	11	18,682
Iowa	4	1,800	11	12,200	15	14,000												
Kent	1	6,000	2	4,200	3	10,200												
Kentucky	2	5,724	16	32,920	20(?)	38,644												
Long Island	2	2,055	16	8,631	26(?)	10,886												
Louisiana	10	32,840	54	141,520	64	174,360												
Maryland	7	9,490	24	21,550	31	31,040												

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students By Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81) (cont.)

	Master's						Post-Master's						Doctoral					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
McGill	2	350	10	3,800	12	4,150												
Michigan	18	45,149	49	141,134	67	186,283							4	11,327	7	43,053	11	54,380
Minnesota	2	3,000	2	4,500	4	7,500												
Mississippi																		
Missouri	2	4,776	1	250	3	5,026												
Montreal	1	450			1	450												
North Carolina	3	5,100	20	33,384	23	38,484							2	7,040	1	1,500	3	8,540
N. C. Central	2	6,500	14	26,370	16	32,870												
North Illinois			1	270	1	270												
North Texas			3	10,700	3	10,700												
Oklahoma	?	4,000	2	4,000	?	?												
Peabody	1	4,930	9	26,650	10	31,580												
Pittsburgh	13	6,775	25	26,047	38	32,822							4	6,549	8	14,714	12	21,263
Pratt			1	2,195	1	2,195												
Queens			4	23,000	4	23,000												
Rhode Island																		

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81) (cont.)

	Master's						Post-Master's						Doctoral					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
Rosary	1	100	6	8,505	7	8,605												
Rutgers																		
St. John's	3	9,200	9	29,000	12	38,200												
San Jose																		
Simmons	14	13,843	49	27,687	63	41,530							1	5,143	3	30,857	4	36,000
South Carolina			1	1,000	1	1,000												
So. California	3	4,779	19	22,251	22	27,030							1	2,124			1	2,124
So. Connecticut																		
South Florida	2	3,476	6	20,368	8	23,844			1	1,728	1	1,728						
So. Mississippi			3	9,800	3	9,800												
Syracuse	20	31,982	18	32,976	38	64,958	1	900	1	504	2	1,404	2	10,933	3	13,503	5	24,436
Tennessee	5	11,380	11	26,747	16	38,127												
Texas	5	9,600	28	26,989	33	36,589							1	4,500	3	1,000	4	5,500
Texas Woman's			12	21,680	12	21,680									2	10,280	2	10,280
Toronto	10	31,200	33	92,900	43	124,100							1	4,800	6	33,740	7	38,540
Washington	2	4,581	12	19,213	14	23,794												

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81)

	Master's						Post-Master's						Doctoral					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
Wayne State																		
West. Michigan	3	9,000	3	1,500	6	10,500												
West. Ontario	3	5,899	10	24,010	13	29,909							1	3,260	1	3,260	2	6,520
Wis. Madison	1	200	8	11,004	9	11,204												
Wis. Milwaukee	1	6,120	3	22,120	4	28,240												

TABLE II-11-b: Associate Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1980-81)

	Master's						Post-Master's					
	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded	# Males	Amount Awarded	# Females	Amount Awarded	Tot. # Awards	Tot. Amt. Awarded
Alabama A & M	2	4,500	2	4,500	4	9,000			1	1,500	1	1,500
Appalachian State	1	7,038.25	2	4,500	3	11,538.25						
Baylor												
Cent. Arkansas												
Indiana State												
Kutztown												
N. C. Greensboro												
St. Cloud												
Sam Houston												
S. Illinois												
W. Kentucky	1	2,800	4	12,400	5	15,200						
W. Maryland												

Assistantships Awarded

Based on figures for 1980-81, schools were asked to indicate the number of assistantships awarded by level of program, sex, amount of award per year including stipend and tuition if applicable, and average number of hours of work per week required. The responses were uneven. When asked for an average number of hours per week worked, some schools reported a range or the number of weeks worked. In some instances it was unclear whether the award stated was a total award amount or that to a single individual. Ball State, Clarion, and Northern Illinois noted that tuition was part of the award but did not give a dollar figure. Michigan reported spending $9,245 for assistantships for students who are hired to assist faculty for a few days or weeks. Buffalo requires doctoral students receiving awards to teach one course per semester.

Fifty-four member schools reported a total of 127 men and 552 women holding assistantships in the Master's program. Five member schools reported awarding assistantships to a total of 8 men and 10 women in the Post-Master's program; eighteen member schools gave a total of 44 men and 51 women assistantships for the Doctoral program.

Nine associate member schools reported awards of assistantships to 11.5 men and 23 women in the Master's program. One school awarded one woman an assistantship in the Post-Master's program.

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and the Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Alabama	2	13	4,768	30,992	10										
Albany	7	12	20,500	41,000	18										
Alberta	1	6	833	5,117	2										
Arizona	1	4	2,750	10,000	10										
Atlanta															
Ball State	1	7	?	?	20										
Brigham Young	1	5	2,300	9,270	10/20										
British Columbia															
Buffalo	2	6	11,100	33,300	20							2		13,000	
Cal. Berkeley		13				6	7					2			
Cal, Los Angeles		12		14,598	10										
Case Western	6	30	7,100	28,400	12										
Catholic															
Chicago															
Clarion	1	13	?	?	10										
Columbia											3	1	27,060	27,060	10

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and the Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Dalhousie	3	17	2,178	15,742	6										
Denver	1	3	8,660	25,980	20		1		9,320	20					
Drexel	6	12	45,300	94,200	20							5		41,400	20
Emory	4	37	7,515	44,631	10										
Emporia Kansas	1	5	2,289	7,920	18										
Florida State	2	21			10/13						2	2			10/13
Geneseo	2	12	4,300	25,800	8										
Hawaii	5	12	3,262	8,482	10										
Illinois	1	12			10		1			10	4				10
Indiana	4	17	19,292	76,874	14										
Iowa		5		13,800	12										
Kent	3	8	6,557	25,220	10/20		1		4,735	20					
Kentucky	4	12	13,218	44,842	15										
Long Island	1	4	4,466	17,000											
Louisiana		3		6,313	20										
Maryland		7		23,900	17.71						2	4	7,664	21,130	20

TABLE II-12-a: Member Schools – Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and the Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
McGill															
Michigan															
Minnesota											2		10,730		20
Mississippi		4	7,200	10											
Missouri	2	9	8,240	35,280	13.4										
Montreal	11	9	5,550	3,740	15										
North Carolina	13	64	40,040	174,191	15/20						5	2	14,204	4,737	15
N. C. Central															
North Illinois	3	3	?	?	10										
North Texas	1	4	2,260	14,693	20							4		12,051	20
Oklahoma															
Peabody		3		12,520	15										
Pittsburgh	6	40	25,350	169,000	10						12	22	84,476	160,502	20
Pratt	5	14	3,768	8,478	7.5										
Queens															
Rhode Island	5	12	8,400	18,000	10/20										

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and the Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Rosary		3		11,400	15										
Rutgers															
St. John's	2	4	5,800	11,600	15						1		5,512		15
San Jose		4		8,000	10										
Simmons															
South Carolina	1	7	1,500	10,500	10	2		3,000		10					
So. California															
So. Connecticut	1	4	1,500	6,000	20						2	1	19,080	9,540	20
South Florida		5		8,900	10										
So. Mississippi	2	6	6,000	18,000	20										
Syracuse	5	9	34,731	52,465	10/20										
Tennessee	4	3			10						3	2	24,322	15,333	20
Texas															
Texas Woman's		5		9,744	20										
Toronto	1	1			4						1	6	876	24,748	20
Washington	1	9	873	9,412	10						1				6

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and the Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Wayne State		2			20										
West. Michigan	1	5	5,165	12,014	15/20										
West. Ontario		10		17,800	5						4	5	16,931	21,600	10
Wis. Madison		2		6,038	6/14						2	1	11,509	6,586	13-20
Wis. Milwaukee	2	3	6,930	10,890	12										

TABLE II-12-b: Associate Member Schools - Number of Assistantships Awarded by the Library School by the Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1980-81)

	Master's					Post-Master's				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.
	M	F	M	F		M	F	M	F	
Alabama A & M	1	1	3,000	3,000	20					
Appalachian State	3.5	3	3,600	7,200	20					
Baylor										
Cent. Arkansas		2		?	20					
Indiana State		4		10,320	20					
Kutztown		1		2,705	20					
N. C. Greensboro	1	1	1,300	1,250	10		1		3,600	20
St. Cloud	5	5	10,000	10,000	10					
Sam Houston		2		?						
S. Illinois										
W. Kentucky	1	4	2,800	12,400	20					
W. Maryland										

Tuition and Fee Cost of a Degree

The responses to the request for information on the total tuition and fee cost of a degree obtained full-time without transfer credit basing figures on tuition and required fees as of January 1, 1982, are shown in Table II-13. This seemed a straightforward request since, presumably, a student should be able to calculate information about tuition and fees from a school catalog. Responses varied widely. Costs given for a quarter or semester only were not knowingly included.

Brigham Young noted that charges are made on the basis of membership or non-membership in the Church of Jesus Christ of Latter-Day Saints. Canadian schools reflected in-country/foreign differences in rates. Berkeley, Hawaii, Illinois, Kentucky and Southern Mississippi mentioned a difference in summer tuition. Texas reported a flat fee of $50 for up to 12 SCH. Ball State reported flat fees for 12-17 hours. Syracuse reported the IRM degree to cost $9391. A number of schools mentioned the existence of laboratory fees which would vary with the choice of courses.

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	Master's				Post-Master's				Doctoral			
	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT
Alabama	1,484	3,164	134	186	1,484	3,164	134	186				
Albany	2,156.10	2,764.10	71	91.50	2,156.10	2,764.10	71	91.50				
Alberta	759	759										
Arizona	863	3.813		122.92								
Atlanta	3,680		100		3,680		100					
Ball State	1,332	2,457							1,332	2,457		
Brigham Young	1,830	2,745	62	93								
British Columbia	1,628	1,628	55	55								
Buffalo	2,125	2,732	71	91.50	1,700	2,185	71	91.50	3,400	4,370	71	91.50
Cal. Berkeley	1,171.50	4,051.50	390.50	1350.50	1,171.50	4,051.50	390.50	1350.50	1,171.50	4,051.50	390.50	1350.50
Cal. Los Angeles												
Case Western	6,984	6,984	225	225			225	225	6,984	6,984	225	225
Catholic		2,550		184		2,550		184				
Chicago	10,300	10,300			6,180	6,180			12,360	12,360		
Clarion	1,740	1,740	62	62								
Columbia	8,424	8,424	234	234	7,020	7,020	234	234	7,020	7,020	234	234
Dalhousie	1,004	1,754										
Denver	1,710	1,710	143	143	1,710	1,710	143	143				

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	Master's				Post-Master's				Doctoral			
	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT
Drexel	7,325	7,325	119	119	3,990	3,990	119	119	7,325	7,325	119	119
Emory	7,200	7,200	150	150	5,400	5,400	150	150				
Emporia Kansas	826.50	1,694										
Florida State			33	105			33	105			33	105
Geneseo	2,624.10	3,362.10	71.85	92.35								
Hawaii	694	1,579	23	58								
Illinois	1,503	3,623			1,503	3,623			4,509	10,869		
Indiana	1,800	4,734	50	131.50	1,500	3,945	50	131.50	3,800	9,994	50	131.50
Iowa	1,440	3,326										
Kent	2,466	4,266	79.25	129.25	2,466	4,266	79.25	129.25				
Kentucky	1,152	3,364	46	134								
Long Island	5,628	5,628	143	143								
Louisiana	1,178	2,228										
Maryland	2,344.50	4,144.50	61	111					2,344.50	4,144.50	61	111
McGill	1,026		19	145								
Michigan	4,024	8,393	139	303					4,024	8,393	139	303
Minnesota	2,594	5,850	42.50	116.50	2,081	5,336	42.50	116.50	2,594	5,850	42.50	116.50
Mississippi	1,297	2,203	51	102								

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	Master's				Post-Master's				Doctoral			
	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT
Missouri	1,260	3,660										
Montreal	1,100	8,256	21.50	142								
North Carolina	1,034.25	3,370.25	28.72	104.72					1,034.25	3,370.25	28.72	104.72
N. C. Central	795	3,276.25	48	197								
North Illinois	1,307.50	3,212.90	29	87								
North Texas	571	1,861	15.83	51.67	380	1,240	15.83	51.67	951	3,100	15.83	51.67
Oklahoma												
Peabody	5,580	5,580	155	155	4,650	4,650	155	155				
Pittsburgh	3,265	6,515	90	180	2,185	4,355	90	180	6,515	13,015	90	180
Pratt	5,807	5,807	157	157	4,830	4,830	157	157				
Queens	2,188.75	2,808.75	75	95	2,188.75	2,808.75	75	95				
Rhode Island	2,143	4,348	64	139	2,143	4,348	64	139				
Rosary	5,460		455									
Rutgers	1,892.75	2,636.75	57	82	1,525	2,119	57	82	1,525	2,119	57	82
St. John's	4,720	4,720	129	129								
San Jose	431	3,281	18	113								
Simmons	6,459	6,459	179	179					6,459	6,459	179	179
South Carolina	1,728	1,728	48	48	1,728	1,728	48	48				

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	Master's				Post-Master's				Doctoral			
	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT
So. California	8,200		205						6,150		205	
So. Connecticut	370	865	65	65	370	865	65	65				
South Florida			33	105								
So. Mississippi	1,205	2,131	51	103								
Syracuse	6,293	6,293	168	168	6,293	6,293	168	168	13,570	13,570	168	168
Tennessee	299	809	38	88								
Texas	594	1,884		40	594	1,570		40				
Texas Woman's	511	1,801	4	40	511	1,801	4	40	511	1,801	4	40
Toronto	967.50	2,173.50							967.50	2,173.50		
Washington	1,542	5,472	36	131								
Wayne State	2,769	5,685	109	190								
West. Michigan	1,875.25	4,611.02	51.25	128	1,875.25	4,611.02	51.25	128				
West. Ontario	1,126.25	2,479.25	505.75	956.75					2,252.50	4,958.50	505.75	956
Wis. Madison	1,711.75	5,355.75	85.65	267.90	1,711.75	5,355.75	85.65	267.90	2,740	8,572	85.65	267.90
Wis. Milwaukee	2,101.80	6,475.80	85.40	267.60	2,101.80	6,475.80	85.40	267.60	2,101.80	6,475.80	85.40	267.60

TABLE II-13-b: Associate Member Schools - Total Tuition and Fee Cost, as of January 1, 1982, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	Master's				Post-Master's				Doctoral			
	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT	In-State Tuition & Fees	Out-State Tuition & Fees	Tuition/credit IN	Tuition/credit OUT
Alabama A & M												
Appalachian State	1,318.50	3,038.25	15	90	1,318.50	3,038.25	15	90				
Baylor	3,494	3,494	90	90								
Cent. Arkansas	1,200	?	40	?								
Indiana State	1,278	2,790	35.50	77.50								
Kutztown	625	625	70	70								
N. C. Greensboro	312.50	1,171.50	80.35	366.35								
St. Cloud	1,055.70	1,955.85	17.45	35.10	931.55	1,725.75	17.45	35.10				
Sam Houston	631	1,821	177	607					631	1,821	177	607
S. Illinois												
W. Kentucky	800	1,220	35	92								
W. Maryland												

Placement

Answers to questions on placement were based on the best information available on November 15, 1981.

Fifty-nine member schools estimated the percentage of last year's graduates known to have professional positions in library or library-related work as of that date. Mississippi reported that all graduates had professional appointments. The range of responses for the rest of the member schools reporting was from 33 percent to 99 percent, with the median for all at 74 percent.

Among the associate members, Baylor and Central Arkansas reported 100 percent professional employment. The range for the other eight associates was 50 to 99 percent, with a median of 80 percent.

An average beginning salary for known professional appointments of people without experience was reported by forty-seven schools. Four Canadian schools expected that the average salary without experience would range from $17,000 to $20,000. The average with experience was expected to be $18,500 to $20,000. Presumably these figures are in Canadian dollars.

At U.S. member schools the average beginning salary without experience was reported as follows:

between	# of U.S. Schools
11,000-11,999	4
12,000-12,999	8
13,000-13,999	14
14,000-14,999	9
15,000-15,999	5
16,000-16,999	1

The low salaries were reported as $10,610 and $10,750; the high was $18,000.

Average salaries for those with experience were reported by member schools as follows:

between	# of U.S. Schools
12,000-12,999	1
13,000-13,999	4
14,000-14,999	6
15,000-15,999	11
16,000-16,999	6
17,000-17,999	2
18,000-18,999	4
19,000-19,999	1
20,000-20,999	2
21,000-21,999	1
22,000-22,999	1
23,000-23,999	1

Seven associates reported average beginning professional salaries of $10,000, $10,355, $11,000, $11,500, $12,000, $12,500, and $13,500 for people without experience. The average beginning salary for known professional appointments of people with experience included three at $15,000, two at $13,500 and one at $11,000.

Placement counseling in eleven U.S. schools is done by the school or department; in three schools it is done centrally in the institution, and in forty-two schools it is done in both. In Canada, counseling is done by the school/department in four schools, and both in the school/department and centrally in three schools. Among the associates counseling is done centrally at one school, both centrally and by the school in eight schools, and by the school only at one school.

CURRICULUM

by Elspeth Pope

This part of the study contains reports and summaries of the data gathered on curriculum as reported by the responding schools. A total of 82 schools returned the completed curriculum portion of the questionnaire. All of the AALS member schools (sixty-nine) and thirteen of the associate member schools responded. Anyone making a comparison between the two previous reports and this one should note that the reporting schools vary from previous years. All AALS member schools responded this year, for the first time, and although the number of associate member schools remained almost the same, the individual institutions reporting varied. Schools reporting for the first time are Baylor, Appalachian State, Mankato State, St. Cloud and Central Arkansas. If there have been any notable or significant changes in the responses to the questions over the three years of collecting data, they will be included in the reporting of the data for that question and will be based on the summaries of the previous two years, and will not be done on a school by school basis.

Question 1. What is the division of your academic year, and how many weeks are included in a regular term?

Table III-1: Academic Year Division, 1981-82

	AALS Member	Assoc. Member
Semester	53	11
Quarter	10*	2
Trimester	6	0

*Florida State reports they will change from the quarter system to a semester system in August, 1981.

This information was asked for previously in two separate questions, but was combined into one question this year to shorten the questionnaire. The results will be reported in separate tables, however, to facilitate comparison with previous years.

Table III-2: Number of Weeks Per Term, 1981-82

	Semester/ Trimester	Quarter	Summer	Total
Alabama	15		5 - 5	40
Albany	15		6	36
Alberta	13		6 - 6	38
Arizona	18		4½ - 4½	45
Atlanta	14		8	36
Ball State		10-10-10-10	5 - 5	40
British Columbia	13		3 - 3	32
Brigham Young	15		7½ - 7½	45

Table III-2: Number of Weeks Per Term, 1981-82 (continued)

	Semester/ Trimester	Quarter	Summer	Total
Buffalo	16		6 - 6	44
Berkeley	11		8	42
Los Angeles		10-10-10-10		40
Case Western	15,20*		6	41
Catholic	15		6 - 6	42
Chicago		11-11-11-11		44
Clarion	18		5 - 5	46
Columbia	15		6	36
Dalhousie	14		3 - 3	34
Denver		10-10-10	9	39
Drexel		11-11-11-11		44
Emory		10-10-10	9	39
Emporia	16		5 - 5	42
Florida	**			
Geneseo	15		5 - 5 - 3	43
Hawaii	15		3-3-3-3	42
Illinois	16		8	40
Indiana	16		6 - 8	46
Iowa	16		8	40
Kent	16		8	40
Kentucky	15		4 - 8	42
Long Island	15		5 - 5	40
Louisiana	15		9	39
Maryland	15		6 - 6	42
McGill	12		3 - 3	30
Michigan	15		7½ - 7½	45
Minnesota		11-11-11	5 - 5	43
Mississippi	15		5 - 5	40
Missouri	16		4 - 8	44
Montreal	15			30
North Carolina	16		5½ - 5½	43
N.C. Central	16		6 - 6	44
North Texas	16		5 - 5	42
Northern Illinois	16		4 - 4 - 4	44
Oklahoma	16		8	40
Peabody	15		4 - 4	38
Pittsburgh	14		7 - 7	42
Pratt	15		6 - 6	42
Queens	15		6	36
Rhode Island	16		3 - 5 - 10	50
Rosary	15		8***	38
Rutgers	16		3 - 3	38
St. Johns	14		5	33
San Jose	15		3 - 3	36
Simmons	15		6	36
South Carolina	15		6 - 6	42
So. California	15		****	30
So. Connecticut	16		5 - 5	42
So. Florida	15		7 - 7	44

Table III-2: Number of Weeks Per Term, 1981-82 (continued)

	Semester/ Trimester	Quarter	Summer	Total
Syracuse	15		6 - 6	42
Tennessee		12-12-12	5 - 5	46
Texas	15		6 - 6	42
Texas Woman's	16		5 - 5	42
Toronto	13		6	32
Washington		10-10-10-10	4½ - 4½	49
Wayne State	14		7 - 7	42
Western Michigan	15		7½ - 7½	45
Western Ontario	14		7	35
Wisc.-Madison	16		4 - 4	40
Wisc.-Milwaukee	16		12	44
ASSOCIATE MEMBERS				
Alabama A & M	16		10	42
Appalachian	15			30
Baylor	16		6 - 6	44
Central Arkansas	18		5 - 5	46
Indiana State	15		5 - 5	40
Kutztown	8		5 - 5	26
Mankato State		10-10-10	5 - 5	40
N.C.-Greensboro	16		5½ - 5½	43
St. Cloud		11-11-11	5 - 5	43
Sam Houston	15		6 - 6	42
So. Illinois	16		8	40
West. Kentucky	16		5½ - 5½	43
West. Maryland	15		4½ - 4½	39

*15 weeks Fall semester, 20 weeks Spring semester.
**changing from quarter to semester system; information not given.
***6 weeks for day students, 8 weeks for evening students.

Question 2. Summer school: How many terms in a summer session, and how many weeks are there in each term.

The data from this question is incorporated in Table III-2. Because of the wording of this question in previous questionnaires, there is no basis for comparisons. Information about summer school was not asked for in 1980, and in 1981 the number of weeks in a summer term was asked for, but not the number of terms in a summer session.

Schools on the quarter system have been counted as having four equal periods, unless they indicated a summer program. This was then interpreted as three quarters of the standard length plus a summer quarter which differed in length. When compiling the above table, it was evident that the summer term is the one area with the most diversity. Nineteen schools have a single summer term, ranging from five to 12 weeks, with seven schools following an eight week summer session and six schools following a six week summer session. Thirty-six schools have two summer sessions, ranging from three weeks to seven and a half weeks each. The major grouping is two five-week terms, offered by ten schools and two six-week terms offered by nine schools. Northern Illinois follows a three term summer session of four weeks each, while Hawaii follows a four term summer session of three weeks each. There are some schools that have summer school where the terms are not divided into equal periods: Geneseo, Indiana, Kentucky, Missouri and Rhode Island all offer summer sessions of varying weeks in length. Rosary has a summer term which is longer for evening students than for day students.

Question 3. How many hours per week must a student be in a class to earn one hour of credit.

This question was not asked in 1980 but was asked in 1981. The results of the 1981 responses were not included in the report because the range of hours was so extreme due to the ambiguous wording of the question. The question was re-stated for 1982 and the results this time were a bit more cohesive. Forty-four schools reported an hour per week was required of a student to be in class to earn one hour of credit. The other schools listed hours ranging from 2 hours per week to 30 hours per week, with nine stating that three hours per week were required for one hour of credit. Schools reporting less than 60 minutes per week were included in the one-hour category.

In two inclusions, this question seems to have caused some misunderstanding and confusion. The value of this information has been questioned by some, and unless there is a strong outpouring of feeling, it will be recommended to the Committee that this question be dropped in future reports.

Question 4. How many credit hours are required for each of the following:

Undergraduate programs: There were 16 AALS member schools reporting undergraduate programs, and nine associate member schools. This is a considerable increase in undergraduate programs over the previous two reports. The following AALS member schools offer an undergraduate library science major: Clarion and Missouri. An undergraduate library science minor is offered at: Albany, Ball State, Illinois, Kent, North Carolina Central, Northern Illinois, Syracuse, Wayne State, Western Michigan and Wisconsin-Madison. North Texas, Southern Connecticut, Southern Mississippi and Texas Woman's offer both a major and a minor undergraduate library science program.

Table III-2a: Degree requirements in Hours - Undergraduate (1981-82)

No. of Hours Major	AALS Member	Assoc. Member
18	Texas Woman's	
22	Missouri	
24	Syracuse	
25	Southern Mississippi	
27		Kutztown
29		Baylor
30	South. Connecticut	Western Kentucky
31		Appalachian
36		Indiana State

Table III-2a: Degree requirements in Hours - Undergraduate (1981-82) (continued)

No. of Hours Minor	AALS Member	Assoc. Member
12	Texas Woman's	
15	Kent	
18	Albany, No. Illinois, So. Conn. So. Mississippi, West. Michigan Wisconsin-Madison	Kutztown, Sam Houston
20	Wayne State	Baylor
21	Illinois	Appalachian
24	Clarion, N.C. Central, Syracuse	West. Kentucky, Cent. Arkansas, Indiana State, St. Cloud
36	Ball State	

Masters programs: Since the last report period, five schools have increased their degree requirements for a Masters degree. Two schools added three hours, one school added four hours, and two schools added six hours. One school decreased its degree requirement for a Masters by three hours. With a range of hours from 27 to 72 for a Masters degree, nearly 77% of the schools require 36 hours.

Table III-2b: Degree requirements in Hours - Masters (1981-82)

AALS Members

No. Hours	School
27	Ball State*, Washington*(MLL)
29	Florida State*
30	San Jose, West. Michigan, Wisconsin-Madison
31	Tennessee*
32	Emporia State, Minnesota*, Arizona (M. ED)
36	Alabama, Albany, Atlanta, Buffalo, Case Western, Catholic, Clarion, Columbia, Denver*, Drexel*, Emory*, Geneseo, Hawaii, Indiana, Iowa, Kent, Kentucky, Long Island, Maryland, Michigan, Mississippi, Missouri, North Carolina, N.C. Central, North Texas, Oklahoma (MLS), Peabody, Pittsburgh, Pratt, Queens, Rhode Island, Rosary, Rutgers, St. Johns, Simmons, So. Carolina, So. Connecticut, Syracuse (MLS), Texas, Texas Woman's, Wayne State, Wisc.-Milwaukee
38	Arizona (MLS), Brigham Young, Washington*
39	So. Florida, So. Mississippi
40	Illinois, So. California
42	Berkeley
43	Louisiana
48	Montreal
54	McGill
60	Alberta
72	Los Angeles

Table III-2b: Degree requirements in Hours - Masters (1981-82) (continued)

University of British Columbia: 30 units
Chicago: 15 courses beyond B.A.
Dalhousie: Minimum of 16 credit and 3 non-credit courses
No. Illinois: 30 graduate hours and 9 undergraduate prerequisites
Toronto: 18 half courses for MLS. 8 half courses for MA(T)
Western Ontario: 15 courses.

Associate Members

No. of Hours	School
30	Kutztown, Central Arkansas
31	St. Cloud*, Mankato*
32	So. Illinois
33	West. Maryland, West. Kentucky
36	N. C.-Greensboro, Sam Houston, Indiana State, Alabama A & M
37	Baylor (MS.Ed.)
41	Appalachian State

*quarter system converted to semester hours

Post-Masters programs. Since the last report was published, two schools have increased the number of credit hours required for a Post-Masters degree. One school has added a Post-Masters program and two schools reporting Post-Masters programs in 1981 did not report such a program this year.

Table III-2c: Degree requirements in Hours - Post-Masters, 1981-82

AALS Members

No. Hours	School
18	Wisconsin-Madison
19	Drexel*
24	Catholic, Kent, North Texas, Pittsburgh, Rutgers, St. Johns, Wisconsin-Milwaukee
26	Minnesota*
27	Denver*, Emory*, Florida State*
30	Alabama, Albany, Atlanta, Buffalo Berkeley, Columbia, Geneseo, Long Island, Peabody, Pratt, Queens, Rhode Island, Rosary, So. Carolina, So. Connecticut, Texas, Wayne State, West. Michigan
36	Los Angeles, So. Florida, Syracuse
40	Illinois

Chicago: 9 courses beyond M.A. in library science
Case Western: Variable, depending on transcript

Associate Members

No. Hours	School
27	St. Cloud
30	Appalachian State, Western Kentucky, Alabama A & M

Doctorate: Twenty-five AALS member schools and one associate member school reported on their doctoral program. For the AALS member schools, the range of hours was from 29 to 90. From the qualifications added to the hour figure, it is clear that schools count required hours for a doctorate in less standardized ways than they do for other programs. Most schools indicate that the figure they provided for this report was the minimum number of hours required.

Table III-2d: Degree requirements in Hours - Doctorate (1981-82)

AALS Member

No. Hours	School
29	Florida State*
30	North Carolina
34	Southern California
36	Drexel*, Simmons
42	Columbia
54	Pittsburgh, Rutgers
59	Michigan
60	Buffalo, Indiana, North Texas
72	Maryland
78	Case Western Reserve, Syracuse
80	Illinois
90	Texas Woman's

Berkeley: Minimum residence requirement of 6 quarters
UCLA: Not specified
Chicago: 18 courses beyond M.A. in library science
Minnesota: three quarters in residence required
Texas: varies
Toronto: 8 half courses plus thesis
Western Ontario: 8 courses
Wisconsin-Madison: at least one continuous year of full-time residence.

Associate Member

No. Hours	School
64	So. Illinois

Joint programs: Two schools reporting Joint programs last year did not report them for this year, but five schools reported Joint programs for the first time this year.

Table III-2e: Degree Requirements in Hours - Joint Program (1981-82)

AALS MEMBERS

School	Hours in Lib. Sci.	Hours in Other Program	Other Discipline
Brigham Young	30	81	J.D.
Buffalo	36	30	Music
	27	33	Ph.D. in Higher Ed.
Berkeley	33	71	Law
		63	Near East Studies
		58	History of Art

Table III-2e: Degree requirements in Hours - Joint Program (1981-82) (continued)

AALS Members

School	Hours in Lib.Sci.	Hours in Other program	Other Discipline
UCLA	72	72	Management
	72	48	History
	82	48	Latin America
Case Western	36	27	Music
		27	Art
		30	History/Archives
		30	History/American Studies
		27	English
		27	Political Science
Catholic	30	21	History
	27 (Ph.D.)		Amer. Studies, Geo. Wash. Univ.
	27 (J.D.)	72	Law
	30 (M.A.)	21	Education
	30 (Ed.D.)	45	Education
Chicago	4 courses	14 courses	MBA
Clarion	36	24	Communication
Denver	27	69	Law
	27	27	History/Archives
Emporia	26	24	History
Indiana	30	20	History
		25	Music
		9	Chemical Information Specialist
Iowa	27	33	Business
Peabody	27	27	Education
	37	37	Bus. Admin.
Pittsburgh	36	31	Pharmacy
	36	108	Theology
	+varying credits and requirements with School of Education		(School library media (School library supervision (School library certification
Rhode Island	30	24	History
		27	Public Administration
Rosary	30	24	Business Administration
Rutgers	30	30	Education (Reading)
St. Johns	30	27	Pharmacy
South Carolina	27	28	English
So. Conn.	36	86	Law
		30	Instructional Tech.
		30	History
		30	Chemistry
Syracuse	36	88	Law
Wisconsin-Mil.	30	24	Music

Table III-2f: Degree Requirements for All Programs by School, 1981-82

AALS Members

School	Undergraduate		Masters	Post-Masters	Ph.D.
	Major	Minor			
Alabama			36	30	
Albany		18	36	30	
Alberta			60		
Arizona			38 (MLS) 32 (MEd)		
Atlanta			36	30	
Ball State*		21	27		
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60
Berkeley			42	30	6 quarters
Los Angeles			72	36	not specified
Case Western			36	variable	78
Catholic			36	24	
Chicago			15 courses	9 crs. beyond M.A.	18 crs. beyond M.A.
Clarion	24		36		
Columbia			36	30	42
Dalhousie			16 courses minimum		
Denver*			36	27	
Drexel*			36	19	36
Emory*			36	27	27
Emporia			32		
Florida State			29	27	29
Geneseo			36	30	
Hawaii			36		
Illinois		21	40	40	80
Indiana			36		60
Iowa			33		
Kent		15	36	24	
Kentucky			36		
Long Island			36	30	
Louisiana			43		
Maryland			36		72
Michigan			36		59
Minnesota*			32	26	3 quarters res
Mississippi			36		
Missouri	18		36		
Montreal			48/49		
North Carolina			36		30/36
North Carolina Central		24	36		
North. Illinois		18	30		
North Texas	24	18	36	24/36	60
Oklahoma			36 (MLS) 34 (MA in LS)		
Peabody			36	30	

Table III-2f: Degree Requirements for All Programs by School, 1981-82 (continued)

AALS Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D.
Pittsburgh			36	24	54
Pratt			36	30	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	30	
Rutgers			36	24	54
St. Johns			36	24	
San Jose			30		
Simmons			36		36
South Carolina			36	30	
So. California			40		34
So. Connecticut	30	18	36	30	
So. Florida			39	36	
So. Mississippi	25	18	39		
Syracuse		24	36 (MLS) 54 (MS/IRM)	36	78
Tennessee*			31		
Texas			36	30	varies
Texas Woman's	18	12	36		90
Toronto			18 half courses (MLS) 8 half courses MA(T)		8 half courses
Washington*			38 (ML) 27 (MLL)		
Wayne		20	36	30	
Western Michigan		18	30/36	30	
Western Ontario			15 courses		8 courses
Wisconsin-Madison		18	30	18	
Wisconsin-Milwaukee			36	24	

Associate Members

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D.
Alabama A & M			36	30/33	
Appalachian	31	19/21	41	30	
Baylor	29	20	37 (MS.Ed.)		
Central Arkansas		24	30		
Indiana State	36	17/24	36		
Kutztown	27	18	30		
Mankato*			31		
N.C.-Greensboro			36		
St. Cloud*		13/21	31	27	
Sam Houston		18	36		
So. Illinois		18	32		64
Western Kentucky	30	24	33/39		
West. Maryland			33		

When a range of hours is reported, it is generally based on an undergraduate requirement or school certification.

Question 5. Does your program accept students on a part-time basis.

All schools, except the University of Toronto, reported they accept students on a part-time basis in all of their programs, except for the following schools, which have some restrictions:

Alberta: Not in qualifying year: for 2nd year candidacy students and returning B.L.S.
Dalhousie: There must be two terms of full-time residence, one of which must be the first one of admittance to the school.
Florida State: Part-time in Masters and Post-Masters, but not for Doctorate.
Maryland: One-year full-time required for Doctorate
McGill: Second year only.
Michigan: For Doctorate, may be part-time after first year.
Montreal: For former B.L.S. only
North Carolina: Masters students may be part-time after first semester. Doctorate must be full-time for two consecutive semesters.
Syracuse: Allows Doctoral students part-time occasionally.
Western Ontario: No part-time in first two years of Doctoral program.

Question 6. What are the minimum and maximum times possible for completion of program.

In the two previous reports the minimum and maximum times were asked for in two separate questions and reported in two separate tables. They were combined into one question this year, but for clarity, will be reported in two tables.

The minimum time possible for a student to obtain a Masters degree from an AALS member school ranged from 8 to 24 months, and from an Associate member school, the minimum range was from 12 to 16 months. For a Post-Masters at an AALS member school, the minimum time possible to complete the program ranged from 6 to 16 months, and at Associate member schools, it was unanimously 12 months. The minimum time possible to complete a Doctoral program ranged from 12 to 36 months at an AALS member school.

The maximum time allowed by AALS member schools to complete a Masters program ranged from 1 to 10 years, and at an Associate member school, the range was from 5 to 8 years. Post-Masters work at an AALS member school ranged from 3 to 10 years, and at an Associate member school, the range was from 5 to 7 years. At AALS member schools, the time allowed for completion of the Doctorate ranged from 4 to 12 years. There are some schools who do not have a maximum time limit for their programs. Many of the responses to this question were qualified by the statement that an appeal for an extension of time was possible.

Table III-3a: Minimum Time for Completion of Programs, 1981-82

Months	Masters	Post-Masters	Doctorate
6		1	
8	1	1	
9	5	17	
10	3	1	
11	2	2	
12	41	11	1

Table III-3a: Minimum Time for Completion of Programs, 1981-82 (continued)

Months	Masters	Post-Masters	Doctorate
15	4		
16	2	1	
18	1		2
20	1	1	
24	2		5
30			2
35			1
36			6
no time limit	4		

Table III-3b: Maximum Time for Completion of Program, 1981-82

Years	Masters	Post-Masters	Doctorate
1	1		
2	1		
3	4	5	
4	5	7	1
5	22	13	6
6	23	7	2
7	7	4	8
8	2		2
9			1
10	1	1	1
12			1
no limit	4		

Seven schools allow less time for completion of their Post-Masters program than they do for their Masters program, while five schools allow longer for the completion of the Post-Masters than they do for the Masters.

Table III-3c: Minimum and Maximum Times to Complete Degrees, 1981-82

AALS Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)
Alabama	12	5	12	5		
Albany	12	6	9	5		
Alberta	24	5				
Arizona	11	6				
Atlanta	12	6	12	6		
Ball State	9	6				
Brigham Young	12	5				
British Columbia	15	5				
Buffalo	12	5	9	5	24	7
Berkeley	9		9		18	
Los Angeles	18	2	9	3	35	5
Case Western	9	5	9	5	24	7
Catholic	12	5	9	5		
Chicago	-	-	-	-	-	
Clarion	12	6				
Columbia	-	4	-	3	-	8
Dalhousie	16	6				
Denver	12	5	9	3		
Drexel	12	3	9	3	24	7
Emory	9	5	6	5		
Emporia	12	6				
Florida	12	7	9	7	24	7
Geneseo	12	5	12	5		
Hawaii	10	7				
Illinois	12	5	12	5	30	6
Indiana	12	5	9	5	36	12
Iowa	12	10				
Kent	12	6	8	4		
Kentucky	12	8				
Long Island	12	5	12	5		
Louisiana	15	6				
Maryland	12	3			4 semes.	5
McGill	24	5				
Michigan	12	6			36	7
Minnesota	12	7	9	7	36	5
Mississippi	12	6				
Missouri	12	8				
Montreal	20	3				
North Carolina	12	5			36	8
N.C. Central	10	6				
No. Illinois	12	6				
No. Texas	-	5	-	10	-	10
Oklahoma	12	4				
Peabody	10	6	9	6		
Pittsburgh	12	4	9	4	20	6
Pratt	12	4	12	4		
Queens	12	4	9	4		
Rhode Island	12	5	12	6		

Table III-3c: Minimum and Maximum Times to Complete Degrees, 1981-82 (continued)

AALS Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)
Rosary	12	5	12	5		
Rutgers	12	3	9	3	30	7
St. Johns	15	5	10	5		
San Jose	12	7				
Simmons	12	6	16	4		
So. Carolina	12	6	11	6		
So. California	11	5			24	5
So. Connecticut	12	6	9	6		
So. Florida	12	7	12	7		
So. Mississippi	12	6				
Syracuse	12 (MLS) 21 (IRM)	5	12	5	36	5
Tennessee	12	6				
Texas	12	6	11	6		
Texas Woman's	12	6			-	5
Toronto	16	5			-	7
Washington	15	6				
Wayne	-	6	-	6		
Western Mich.	9	6	9	5		
West. Ontario	12	6			36	7
Wisc.-Madison	8	7	12	0	18	0
Wisc.-Milwaukee	12	7	9	4		

Associate Members

	MASTERS		POST-MASTERS		DOCTORATE	
	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)
Alabama A & M	12	7	12	7		
Appalachian	15	6	12	6		
Baylor	12	5				
Central Arkansas	12	5				
Indiana State	12	5				
Kutztown	12	6				
Mankato	12	7	12	7		
N.C.-Greensboro	16	5				
St. Cloud	12	7	12	5		
Sam Houston	12	6				
So. Illinois	12	5			24	5
West. Kentucky	12	5	12	0		
West. Maryland	15	8				

Question 7. At the end of the maximum time allowed for completion of the program, are some portions of the program declared obsolete or is the student's program cancelled.

This question was clarified by the statement: A course is considered obsolete, and not cancelled, if it is possible to revalidate it through an exam or taking another course.

Table III-4: Status of Courses after Maximum Time (1981-82)

	AALS member		Associate member	
	Obsolete	Cancelled	Obsolete	Cancelled
Masters	4	15	7	4
Post-Masters	19	9	3	0
Doctorate	8	7		1

Variables:

Alabama: Credits are peeled off as they become obsolete, i.e. six years old and cannot be revalidated.

Albany: An extension of time (up to four years) may be granted to those who have interrupted their study for a valid reason.

Alberta: Decisions as to which courses are declared obsolete are taken on a case by case basis.

Arizona: After six years completed credit hours are reduced by 50%

Catholic: After five years any course may be declared obsolete, but this is not an automatic outcome.

Drexel: On individual basis when it (rarely) happens.

Florida: Only by extension from the Graduate Dean's office.

Geneseo: No validation by exam; takes additional courses.

Hawaii: Those which fall outside the 7 year limit must be retaken. Any declared obsolete because of changes in requirements must be made up.

Kent: Must update courses more than six years old in ways specified by the faculty who teach the courses.

St. Johns: Handled individually.

Wayne: Must take additional courses, but does not have to repeat courses successfully completed.

Question 8. How many hours must be taken by all students in required course work.

Table III-5: Required Course Hours by Number of Hours, 1981-82

Hours	Masters AALS	Masters Assoc.	Post-Masters AALS	Post-Masters Assoc.	Doctorate AALS	Doctorate Assoc.
1	1					
3		1	4			
4					2	
6	3	1	2		2	
8	3		2		1	1
9	7	3	5		3	
10	1			1		
11	1					
12	14	1	2		4	
15	7	3	2	1	2	
16	1					
18	8	2				
20	2				1	
21	3					
22	1		1			
23	1					
24	2	1				
25	1					
26	1					
27	1	1				
28	1	1				
30			1			
33	1			1		
36	2	1			2	

Question 9. Are students allowed to exempt any required courses.

Table III-6: Exemption of Required Courses by Programs, 1981-82

	AALS Member Yes	AALS Member No	Associate Member Yes	Associate Member No
Masters	60	9	10	3
Post-Masters	12	8	4	
Doctorate	7	12		1

Question 10. If yes, how are such exemptions determined.

Table III-7: Methods of Exempting Required Courses* (1981-82)

	AALS Member	Assoc. Member
Written exam	27	3
Transcript from other school	55	9
Approval of advisor/ instructor	28	6

*most schools have a combination of these methods.

Question 10. (continued)

Variations:

-by petition citing relevant evidence (Berkeley) (Simmons)
-by approval of Admissions Committee (Illinois)
-oral exam (Indiana) (Pittsburgh)
-core courses taken as an undergraduate at Iowa or equivalent experience, as determined by director (Iowa)
-admissions committee (Maryland)
-relevant experience for field work (Montreal)
-approval of Graduate School (Toronto)
-by evidence of experience in the area (So. Mississippi)
-only if transferring from school with 2 year MLS into 2nd year, or if holding American MLS (McGill)
-other demonstration of competence (Appalachian)
-courses completed as undergraduates (Indiana State)

Question 11. If exemption is permitted, does a student gain credit for such courses.

The intent of this question was to determine whether a student's program would be reduced if that student gained exemption from a required course.

Table III-8: Credit Gained through Exemption of Required Course, 1981-82

	AALS Member		Assoc. Member	
	Yes	No	Yes	No
Masters	19	35	4	8
Post-Masters	2	12	1	3
Doctorate	1	10		

Question 12. What is the maximum number of credit hours which may be transferred in from other college or university programs (not to include exemption credits).

Table III-9: Credit Hours Transferred, by Program, 1981-82

AALS Members

Hours	Masters	Post-Masters	Doctorate
0	2	2	2
3		1	
6	39	15	5
7		1	
8	2	1	
9	7	4	1
10	1		
11	1		
12	12	1	1
13	1		
14		1	
15		2	
30			3

Table III-9: Credit Hours Transferred, by Program, 1981-82 (continued)

Variables:

Chicago: One quarter reduction for Masters but not for other programs.
Dalhousie: One academic year
Rhode Island: 20% of the program
Toronto: Ten half courses
Western Ontario: Four half courses

Question 13. Do you allow transfer credit from a library program which is not ALA accredited.

Of the AALS members, sixteen allow transfer credit from non-ALA accredited programs, while 51 do not. Dalhousie accepts transfer credits, but only from non-North American schools and the University of Ottawa. Some schools qualified their yes by stating the transfer credits are usually from areas outside of librarianship. Wayne State transfers credit only in children's literature courses, while Catholic has no firm policy but decides on a case by case basis. Of the associate member schools, eleven accept transfer credit from non-ALA accredited programs, but two do not.

Question 14. Is a thesis required, or is there an elective available to students to write a thesis paper. If yes, how many credit hours are earned.

The term "thesis" is used here to cover a wide variety of synonyms, such as research study, masters paper, specialist paper, professional paper or some form of independent research work.

Table III-10a: Number of Schools by Thesis Requirement, 1981-82

	AALS Member		Assoc. Member	
	Req.	Opt.	Req.	Opt.
Master's	10	39	2	9
Post-Master's	11	6	3	2

Because many schools with a thesis requirement or option award varying credit for the work, the data for this question will be reported in a separate table.

Table III-10b: Hours of Thesis Credit, by Schools and Programs, 1981-82

AALS Members

School	Masters		Post-Masters	
	Required	Optional	Required	Optional
Alabama		6		6
Albany		2-6	3-6	
Alberta		9		
Atlanta		3-6	6	
Ball State		8		
Brigham Young	4			
Buffalo		6		6
Los Angeles	0		0	

Table III-10b: Hours of Thesis Credit, by Schools and Programs, 1981-82 (continued)

AALS Members

School	Masters		Post-Masters	
	Required	Optional	Required	Optional
Chicago	0			
Clarion		1-3		
Dalhousie		12		
Emporia		5		
Florida State		6		
Hawaii		9		
Illinois		8	8	
Iowa		6		
Kent		6		
Kentucky		6		
Long Island		3		3
Louisiana		1-9		
Mississippi		6		
Michigan	4		9	
Missouri		1-6		
Montreal		20		
North Carolina	0			
N.C. Central	0			
No. Illinois	1-6			
North Texas		6		6
Oklahoma		1-4		
Peabody			6	
Queens	3			
Rhode Island		1-6	6	
Rutgers			6	
St. Johns		1-6		1-6
San Jose		2-3		
So. California		1-12		
So. Carolina			0	
So. Connecticut		3	3	
So. Florida		4	9	
So. Mississippi		6		
Syracuse	3(IRM)	1-6(MLS)		1-6
Tennessee		9		
Texas		3		
Texas Woman's	0			
Toronto		2 half courses		
Washington		6-9		
Wayne State		3		
West. Michigan		6		
Associate Members				
Alabama A & M		6	6	
Appalachian		2-4		4
Baylor		3-6		
Central Arkansas		3		
Indiana State		6		
Mankato		6		
N.C.-Greensboro	0			
St. Cloud	2-12		3-9	
Sam Houston		3		
So. Illinois	0			
W. Kentucky		6		6
W. Maryland		3		

Question 15. If your school offers field work for credit, how many credits may be earned.

Field work here is defined as supervised work in a library or information agency situation. Sixty-two AALS member schools offer field work for credit and eleven of the associate member schools.

Table III-11a: Number of Schools Offering Field Work for Credit, 1981-82

	AALS Member	Assoc. Member
Masters	61	12
Post-Masters	18	1
Doctorate	5	

Table III-11b: Number of Hours of Credit for Field Work, 1981-82

	Masters	Post-Masters	Doctorate
AALS Member			
0	4	2	2
2	2		
3	17	2	
4	3		
6	1		
9	1	1	
1/2	3		
1/3	6	3	
1/6	3	3	
1/8	1		
2/3	5	2	
2/4	1		
2/10		1	
3/6	7	2	1
3/12	1		
4/8	2		
4/12	1	1	1
6/12	1		
half course	1		
no limit	1		1
Associate Members			
3	9	3	
1/3	1		
2/12	1	1	
3/6	1		
1/4		1	

Explanations for the variable credits were mainly, but not exclusively, with regard to the number of hours of supervised work performed by the student in the field situation. The number of hours worked in order to earn one credit hour ranged from 30 to 60 hours. One school required 30 hours, three required 40 hours, two required 45 hours, three required 50 hours and two required 60 hours. Two schools offered field work experience but the credit hours earned did not count towards the degree. Three schools awarded credit hours based on the varying needs of students for training or retraining. One school, with a variable for 4 or 8 hours, requiresfour hours of field work but allows another 4 hours on an elective basis. Three schools have different systems for awarding field work credit based on whether the students are working for school certification or not. Three schools award 3 hours of credit for field work experience, but a student may elect field work for a second time, and earn an additional three hours.

Question 16. Is field work required of all students.

Of the AALS members, Alberta, British Columbia, Dalhousie, Missouri, Montreal, North Carolina, Southern California and Syracuse require field work of all students. This is a considerable increase in the number of schools requiring field work over the report of previous years. Of the associate member schools, Alabama A & M, Appalachian State, Sam Houston, Baylor and Western Maryland require field work of all students.

Question 17. Are there special requirements for graduation.

Table III-12: Special Requirements for Graduation, 1981-82

	Comprehensive	Foreign Language	Other*
Master's	21	1	10
Post-Master's	1		3
Doctorate	18	10	2
		Associate Members	
Master's	12		3
Post-Master's	4		
Doctorate	1		

*English communications skills (2 schools)
Final oral (2 schools)
Statistics or computer language course (2 schools)
Field work or independent project (2 schools)
Final exam (not comprehensive) unless thesis option selected (1 school)
Graduate research methodology course (1 school)

At the doctoral level, the foreign language was specified depending on the field of research. Two schools required two modern foreign languages, while two schools required two research tools, one foreign language and one statistical or computer science course.

Question 18. Are there pre-requisites to entering your program.

Table III-13: Pre-requisites for Entering Program, 1981-32

	AALS Member	Assoc. Member
Library experience	3	2
Undergraduate library science	2	2
Foreign language	6	0
GRE-MAT-TOEFL, etc.	60	12
Interview	27	6
Other	22	3

The responses to the Other category were as follows:

a. Undergraduate GPA (11 schools)
b. Personal recommendations (8 schools)
c. Computer language or statistics (2 schools)
d. Minimum number of hours in the liberal arts (4 schools)
e. Library experience (only for Specialist or Doctoral program) (3 schools)
f. Questionnaire to be completed (1 school)
g. GRE for graduate assistants only (school)
h. Stated number of undergraduate credits (1 school)

Question 19. Please indicate the number of courses taught away from the main campus

If a university was composed of a number of campuses at different locations in the state, the main campus would be that one where the library school had its permanent building and administrative offices. Off-campus teaching would include any branch or regional campus of the university, as well as any other non-university location, such as a public library.

Table III-14: Courses Offered Away from Main Campus, 1981-82

AALS Members

School	No. of Courses	Required M.A.	Required P-M.	Required PhD.	Elective M.A.	Elective P-M.	Elective PhD.	Faculty Reg.	Faculty Adj.	% of Reg. Fac.
Alabama	4	4						4		100
Albany	2				2			4		100
Alberta	1				1			1		100
Arizona	4				4			3	1	75
Brigham Young	7	5			2			7		100
Catholic	18	16			2			10	8	80
Clarion	1	1						1		100
Emporia	11	2			9			7	4	64
Florida	12				12			10	2	83
Geneseo	8	2			6			7	1	88
Illinois	1	1						1		100
Indiana	21	12			9				21	000
Kent	20	10			10			5	15	25
Kentucky	5	3			2			3	2	60
Long Island	14	4			10			12	2	86
Louisiana	6				6			1	5	17
Maryland	1	1							1	000
Michigan	10	2			8			9	1	90
Mississippi	10	2			8			8	2	80
Missouri	6	1			5			6		100
North Carolina	2				2			2		100
No. Illinois	11	4			7			8	3	73
North Texas	2	1			1			2		100
Oklahoma	4	4						4		100
Peabody	10				10			10		100
Pratt	10	3			6	1		6	4	67
Queens	10	10						6	4	000
Rhode Island	12	6			6			4	8	33
Rutgers	1					1			1	000
South Carolina	3				3			3		100
So. Connecticut	7	7						3	4	43
So. Florida	13	6			7			12	1	92
So. Mississippi	6	2			4			5	1	83
Texas Woman's	12	1			11			9	3	75
Wayne State	7	2	1		2	2		4	3	58
West. Michigan	13	4			9			8	5	62
West. Ontario	4	2			2			4		100
Wisconsin-Milw.	1	1						1		100
ASSOCIATE MEMBERS										
Appalachian	7	6			1			6	1	86
Indiana State	5	3			2			4	1	80
Mankato	33	12	1		18	2		29	1	97
St. Cloud	6	1			5			4		100
Sam Houston	7	5			2			6	1	86
West. Kentucky	6				3	3		6		100
West. Maryland	1	1							1	000

While the total number of courses offered off-campus has increased by 47, it is only a reflection of eight schools reporting this year who did not respond to this question last year.

Question 20: How many of these courses offered away from the main campus were taught by regular faculty, adjunct faculty or other ways.

The results of this question were listed in Table III-14 as it was felt a clearer picture of the total off-campus teaching activities could be gained if all aspects were presented together. One other factor has been added this year, and that is the percentage of regular faculty members teaching off-campus courses compared to adjunct or visiting faculty. When a school is listed as 000 in this column, it is not a typing error but indicates that all off-campus activities were handled by adjunct or visiting faculty. For the first time, a response was received by the Other category. Catholic University indicates they are teaching one Home Study course.

Question 21. How many individual courses were listed in your catalog during the last report year, and how many were taught on the main campus during the last report year.

Question 22. Please indicate the number of courses available during the last report year, by the categories listed.

The data received for these two questions have been combined into one table. Categories for question 22 are:

A. Undergraduate credit only
B. Undergraduate *or* Masters credit
C. Masters credit only
D. Masters credit *or* Post-Masters credit
E. Post-Masters credit only
F. Post-Masters *or* Doctoral credit
G. Doctoral credit only

Table III-15: Courses Listed in Catalog, Taught Last Academic Year (1980-81), by Level

AALS Members

School	Courses Listed	Courses Taught	% Taught	A	B	C	D	E	F	G
Alabama	45	42	93	0	10	5	24	4		
Albany	65	65	100	3	6	1	57	4		
Alberta	46	38	83		8	30				
Arizona		5	76	30						
Atlanta	34	24	71		4		27	3		
Ball State	59	52	82	20		39				
Brigham Young	35	31	89	6	18	12				
Brit. Columbia	48	46	96			48				
Buffalo	49	44	90			2			32	10
Berkeley	59	64	100	2	2		59		1	
Los Angeles	6		83	3	45					3
Case Western	75	69	92			69				10
Catholic	71	51				8	43			
Chicago	51			All courses are available to all categories						
Clarion	45	37	92	5	6	26				
Columbia	63	60	95			20	38		1	1
Dalhousie	41	37	90			41				
Denver	63	57	90	12			42	3		
Drexel	57	49	86			9	48			
Emory	39	31	82				32			
Emporia	45	39	87	1		38				
Florida	63	58	92	3	7	45	38	38	8	8
Geneseo	51	42	82		5		37			
Hawaii	35	27	77				27			
Illinois	67	56	84		8	1	41	1		4
Indiana	57	49	86				43			6
Iowa	31	29	94	1	7	21				
Kent	51	42	82	5	1	7	27	2		
Kentucky	46	43	93		11	32				
Long Island	48	42	94		3		45			
Louisiana	43	41	95			41				
Maryland	63	50	79	3	4	11				
McGill	44	36	82			44				
Michigan	56	53	95		1	51				4
Minnesota	37	31	84		8		23			3
Mississippi	35	32	91		11	24				
Missouri	52	48	92	5	19	28	28			
Montreal	43	39	91			39				
North Carolina	64	53	83	2	11	47				4
N.C. Central	37	33	89	1	4	27				
No. Illinois	36	29		4	4	21				
N. Texas	51	48	94		9		51			
Oklahoma	38	33	87	3	1	34				
Peabody	43	35	81		4		31			
Pittsburgh	168	131	78	11	12		108		22	2
Pratt	72	43	60			38	5			
Queens	35	28	80			28		20		
Rhode Island	42	39	93			42				
Rosary		50			12	38				
Rutgers	68	61	90			1	48		12	

Table III-15: Courses Listed in Catalog, Taught Last Academic Year (1980-81), by Level (continued)

AALS Members

School	Courses Listed	Courses Taught	% Taught	A	B	C	D	E	F	G
St. Johns	42	30	71		2	6	22			
San Jose	32	31	97		2	29				
Simmons	52	49	94			31	15			3
South Carolina	53	49	92		4	4	45			
So. California	51	37	73	4		32				1
So. Connecticut	67	58	87	16			51			
So. Florida	46	38	83	3	3	6	26			
So. Mississippi	54	39	72	5	10	24				
Syracuse	59	48	81	1	6		38			3
Tennessee	39	39	100		5	34				
Texas	56	52	93	4		1	48		1	2
Texas Woman's	58	47	81	7		33				7
Toronto	42	31	74				31			
Washington	53	45	85	4	2	39				
Wayne	70	55	79	1	9	43	8	9		
W. Michigan	45	40	89	4	7	32	2			
W. Ontario										
Wisconsin-Mad.	50	36	72		10		26			
Wisconsin-Milw.	40	29	73	1	7		21			

Associate Members

School	Courses Listed	Courses Taught	% Taught	A	B	C	D	E	F	G
Alabama A & M	27	23	85				22	5		
Appalachian	40	28	70	2	14	12	12			
Baylor	18	14	78	5	8	5				
Indiana State	35	25	71	4	7	14				
Kutztown	32	21	66	11		10				
Mankato	50	40	80	3	30		9			
N.C.-Greensboro	25	22	88		4	18				
St. Cloud	43	35	81	4	12		26		1	
Cent. Arkansas	28	23	82	6	10	7				
Sam Houston	33	23	70	2		33				
So. Illinois	32	24	75		13		19			
W. Kentucky										
West. Maryland	13	13	100	2		11				

Question 23. If there are courses in your catalog which are cross-listed with other departments or units of instruction, please specify the number of courses and the name of the other departments.

To be based in a department, the major teaching responsibility for that course should be carried out by that department. To be cross-listed, a course should be printed in the university catalog under two different departments, with the cross-listing availability indicated.

The number of courses based in the library school but cross-listed with other departments ranged from 2 to 14, while those based in other departments ranged from 1 to 14.

Table III-16: Courses Cross-Listed with Other Units of Instruction, 1981-82

AALS Members

	Based in	
	Library School	Other Unit
1	5	8
2	5	4
3	3	4
4	2	2
5	1	2
7	1	
8	1	
11	1	
13	1	
14	1	1

Associate Members

	Based in	
	Library School	Other Unit
1		1
2	3	
4		1
5		1
7		1
18	1	

The departments or units cited by AALS member schools as having the primary responsibility for teaching a cross-listed course outside of the library school were as follows:

- -management (2 schools)
- -industrial engineering
- -computer science (4 schools)
- -history for archives (2 schools)
- -archival institute
- -history
- -art
- -music (3 schools)
- -linguistics and philosophy
- -speech
- -communications
- -education (5 schools)
- -secondary education
- -curriculum and instruction (2 schools)
- -instructional technology
- -Department of teaching and learning
- -children's literature
- -Mexican-American studies

Associate member schools cited as cross-listed units the following:

-information processing
-information management
-statistics
-exceptional children
-audiovisual communication
-communication and theatre
-education
-teacher education
-folk studies
-journalism

Question 24. Please indicate curriculum changes which were made during the last report year.

Table III-17: Curriculum Changes by Categories, 1980-81

	AALS Member	Assoc. Member
a. Added new courses	36	4
b. Dropped courses from curriculum	19	4
c. Added new programs	10	1
d. Revised total curriculum	11	
e. Revised areas within curriculum	16	3
f. Other changes	9	

Specific information was asked for within the categories of question 24, such as title of courses added, title of courses dropped and title of new programs added. A total of 97 new courses were added by 36 schools, and the subjects covered a wide area. Rather than list the titles of the new courses in random order, they have been grouped into broad categories, based solely on the wording of the course.

COURSES ADDED

Online, computer-based courses

Online services in health sciences
Computerized bibliographic retrieval service
Automated bibliographic utilities
Online information service
Online reference services
Computerized information retrieval systems
Online data bases
Computerized data bases
Online cataloging
Information technologies

Management

Marketing library and information services
Library fiscal management
Data base management
Financial management
Management of libraries and information
Seminar in administration of large academic libraries
Information management (2 schools)
Library and archival conservation management

COURSES ADDED (continued)

Management (continued)

Administration of information systems
Introduction to archival administration
Records management (3 schools)
Information marketing
Health science library organization and management
Economics of information

Resources

Resources in health science
Resources for Hispanics
Serials (3 schools)
Oral history
State documents
Adult literature (2 schools)
Learning resources in content areas
Seminar in government publications
Business information and marketing data
Special bibliography
Maps as reference
Music collections
Community information services

Librarianship

Studies in international librarianship
Social basis of library and information science
Seminar in library and information science
Concepts and theories in librarianship
Introduction to library and information studies
Introduction to information science
Research in library science
Libraries and human nature

Processes

Professional communication
Information needs, uses and users
In-house collection maintenance
Systems analysis for libraries
Bibliographic organization of information and library material
Seminar in technical services (2 schools)
Quantitative methods
Design of bibliographic data base systems
Developing library collections
Indexing and abstracting
Information science technologies
Information systems analysis and design
Organization of materials for information storage and retrieval
Introduction to information processing
Introduction to conservation of archival and library materials
Planning library facilities
Information processing for the small-scale environment
Evaluation of non-print material
Storytelling and bibliometrics

Special Groups and Types of Libraries

Library networks
Library and information services to special groups
Special library
Libraries, literature and the adolescent
Public libraries
Services for children
Library services for youth
Law librarianship (2 schools)
Map librarianship
Problems in music libraries

Education

Cooperative education (2 schools)
Instructional development roles for library/media specialists

Media

Media technology
History of communication, media and libraries
Seminar in mass communications
Photographic communication
Instructional television workshop
Instructional graphics
Instructional photography
Foundations of instructional technology
Advanced media production techniques
Instructional video and film production

COURSES DROPPED

It would be misleading to assume that these subjects are no longer covered in the curriculum of a particular school. In a large number of cases, it was explained that the subject content was distributed among other courses already in the curriculum, or regrouped into a new course.

Online, computer-based courses

Automation in libraries

Management

Library cooperation
Management of school media centers
Supervision of public school library media systems

Resources

Comparative national bibliography
Research principles and practice in the humanities
Research principles and practices in science and technology
Research principles and practices in the social sciences
Information resources for Spanish speaking
Latin American bibliography
Literature of science
International publishing and bibliography

COURSES DROPPED (continued)

Resources (continued)

Language for library science
Comparative languages for librarianship
History of American periodicals
East Asian research resources
Advanced bibliography
Readers interest
Adult reading interests
Literature for early adolescence

Librarianship

Introduction to library science
Education for librarianship (2 schools)
Introduction to information science
Recorded knowledge and society
Comparative and international librarianship (2 schools)
Library and society
Libraries in American society

Processes

Selection for the community college media program
Statistical concepts for libraries
Micrographics
Reprography
Operational research in library and information science
Problems in the organization of information
Research in Canadian library history
Advanced cataloging
Technical services in libraries
Organization of non-book materials (2 schools)
Reprography techniques
Selection and acquisition
Problems in cataloging and classification
Museum procedures and preservation techniques

Special Groups and Types of Libraries

Public library services to people with special needs
Slavic libraries and librarianship
Public library service to adults
Selected problems in school libraries
Learner's advisory services
Museum methodology

Media

Media services and curriculum design
Library AV services
History of media

NEW PROGRAMS ADDED

Media technology
Education specialist
Undergraduate second field
Health sciences specialization
Post-Masters program (3 schools)
Special Collections librarianship
Conservation and Preservation Administration
Concentration in Public library and information services
Biomedical and legal
Drug Information specialist
Mid-career courses for practitioners: Personnel management, Financial management, Implications of new technology
Coordinated masters in music and library science
Training and development in business and industry

REVISION OF TOTAL CURRICULUM

One school had finished revision and the new curriculum will become effective in Fall, 1981. Four schools have just finished a total curriculum revision and four schools are in the process of so doing.

AREAS REVISED

Masters of Science in Library Media (to meet newly created state standards)
Core courses (4 schools)
Revised Library Information Processing Systems into Information Processing and Systems Analysis, and Online Information Systems Design
Expanded health science information services program
Restructured required courses into areas with different segments
Dropped requirement of undergraduate prerequisites in computer science, statistics, and theory of administration
Reviewed required courses in light of COA statement
Prerequisite nature of the four foundation courses has been modified
Changed from quarter to semester, and revised courses to semester format
Information science area (3 schools)
Raised number of credits required to graduate

Question 25. Do you have a standing curriculum committee within the school.

All AALS member schools except one indicated they have a standing curriculum committee. Of the associate members, four do not have curriculum committees.

Question 26. Please indicate the number of people in the following categories.

Table III-18: Curriculum Committee Members by Categories, 1981-82

Categories	No. of Schools AALS Members	 Assoc. Members
Faculty	68	9
Staff	11	3
Students	52	7
Alumni	9	1
Practitioners	6	2
Others	1	

Question 27. Was there anyone assigned released or compensated time for planning supervision or coordination of curriculum during the report period.

Seven AALS member schools have someone responsible for this area under released time. Two schools allow 15%, two schools 20% and three schools 33 1/3 percent.

Of the associate member schools five have curriculum coordinators. One has 20% released time; one has 25% released time; one has 50% released time; one has compensation during vacation period, and the fifth did not indicate the amount of time allocated.

Question 28. Are there curriculum changes under serious/active consideration.

Table III-19: Curriculum Changes Considered by Category, 1981-82

Categories	No. of Schools
Integrated core	7
Sixth year	6
Doctoral program	6
Two-year masters	2
Other joint masters	16
Others	21

Other joint masters being considered are in the areas of:

Public administration
English (2 schools)
History (2 schools)
Foreign languages
Management
Art history
Health science education
Law (2 schools)
Slavic languages
Journalism
History and philosophy of science
Public and environmental affairs
Urban and community information

Other joint masters being considered are in the areas of (Continued):

Business administration (2 schools)
Religion
Chemistry
Applied history
Cinema
MAT with Faculty of Education
Geography

Other changes being contemplated are:

BS/BA in Information Studies. Proposal Tended.
Increased expansion and depth in management, technical services and reference.
Revision of graduate curriculum at all levels to include extra library applications
Complete revision of courses and requirements
Pennsylvania school library certification component
Adding more courses in automation
Review of electives and areas of specialization
Specialization in archives
Addition of Special librarian concentration
Addition of Information Management concentration
Information management and records management
Total review of management sequence and its relation to other programs on campus and in area
Part-time study

INCOME AND EXPENDITURES

Thomas R. Kochtanek

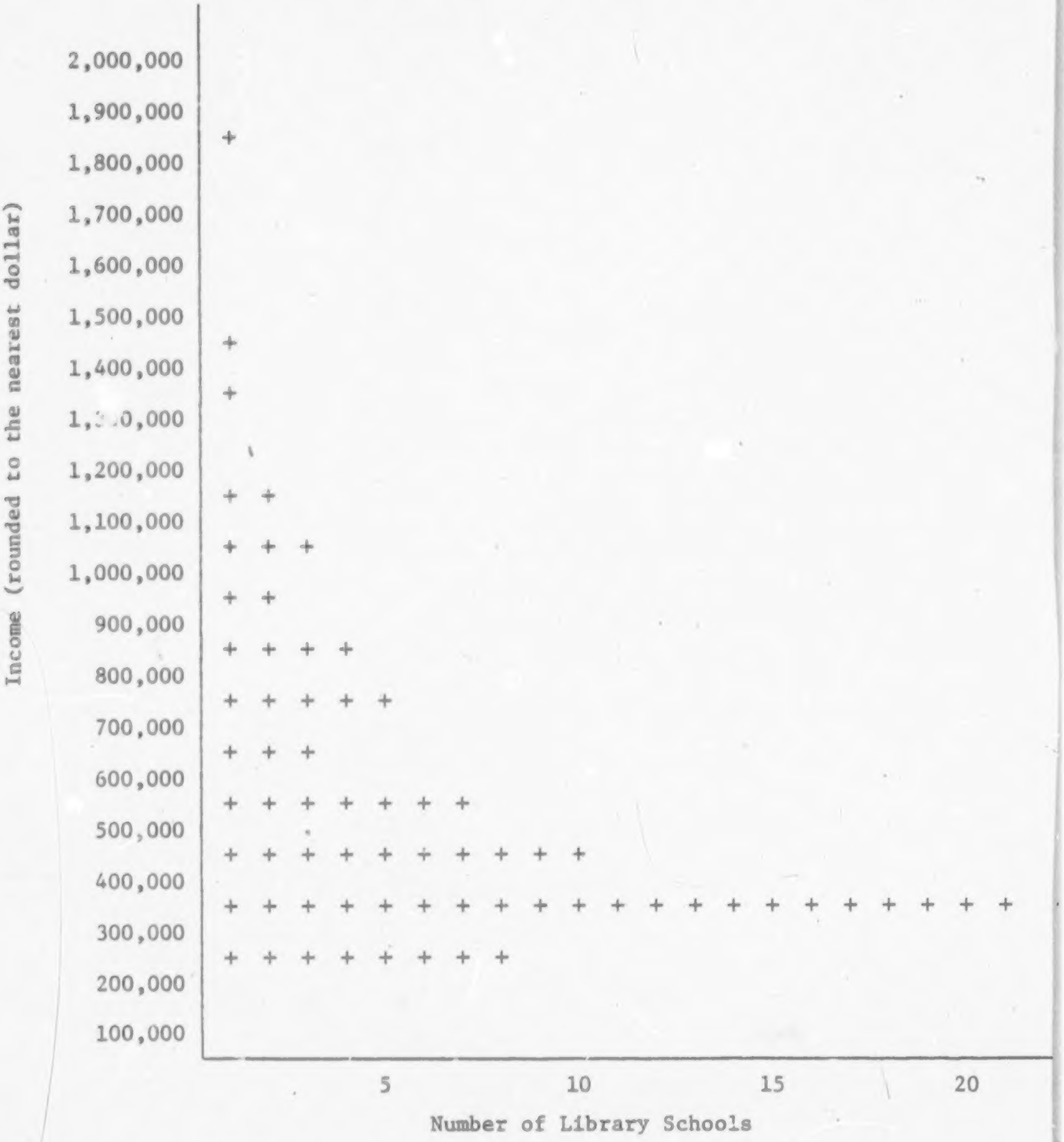
This section of the report contains descriptive summaries of the financial status of contributing library schools, both AALS members and associate-member schools. Of the 83 questionnaire sections returned, 69 were from schools whose programs were, at the time of this study, accredited by the American Library Association. Of these 69 schools, only one school returned a form which was incomplete and had to be excluded. The 14 responses from AALS associate members included 9 replies containing useable data.

Since the number of member school returns outnumbers the number of associate school returns, the bulk of the descriptive analysis will pertain to those 68 member schools. Where appropriate, descriptive figures will be cited for that associate group. Tables IV-7 through IV-10 contain complete figures for both groups of respondents.

FUNDING: AMOUNTS AND SOURCES

The 68 member schools reported a total income of $38,722,203 for the 1980-81 fiscal period. Funding for these schools ranged from a high of $1,806,249 to a low of $221,579. The mean funding level was $569,444 with a standard error about the mean of $38,159. Figure IV-1 depicts the distribution of incomes for those 69 member schools. It is interesting to note that 37 of the 68 schools fall within an income range of $250,000 to $500,000.

FIGURE IV-1: Frequency Distribution of Total Income for 68 ALA Accredited Library Schools (Each + represents one school)



On the basis of mean income, the 1980-81 figures represent a 2.5 percent increase over that average reported the previous year (see Table IV-1) as compared to 3.0 percent and 10.7 percent increases reported the two previous years. Differences may be due to fluctuation in the two samples being compared. Should these same 68 schools report their respective financial figures again in 1981-82, we would have a sounder basis on which to compare increases in budgets with prior years.

If we closely examine the distribution of income by source (see Table IV-2), it is interesting to note that while average income has slightly increased over previous years, the 1980-81 distribution of that average income has altered somewhat when compared to the previous year's allocations by category (parent institution, federal, other). It appears that a decline in federal and "other" support has been picked up by the parent institution. The total amount of federal funds received in 1979-80 was $2,501,884 spread over 39 of the 57 member schools reporting (an average of $64,149 for those 39 schools receiving federal funding). Federal funding accounted for only $2,326,242 in 1980-81, over $175,000 less than the previous year. That total federal funding was distributed over 41 of the schools (27 received no funding) for an average of only $56,738 for those schools. Table IV-3 depicts the rise and fall of federal funding for those member schools actually receiving any funds.

The range of federal dollars distributed to any one library school also rose in comparison to the previous year, with the maximum award being slightly over $800,000 (as compared to over $325,000 the previous year).

If this downward trend in federal funding continues, we may see an attempt to secure compensating income from "other" sources. In general, schools receive money from state agencies and associations; from local, state, and national foundations, and as gifts or endowments from individuals (often alumni) or organizations. Some schools generate profits through the sale of publications or sponsorship of institutes, workshops, and other continuing education activities. Only 18 of those 68 member schools reported no income from "other" sources, leaving the others to average $46,431 in "earned" income. One school reported as much as $217,601 of which over $120,000 was generated from publications. Only 9 of the reporting 68 schools claimed total (100 percent) instructional support from their parent institution.

In a previous report it was suggested that an examination of certain categorizations of the member libraries might show some variations exhibited in terms of funding patterns.* More specifically, it was hypothesized that a significant difference might exist between the mean income of those member schools supporting their library school library collection and that mean income reported by those schools not supporting the library. Two additional research questions were posed for those schools with doctoral programs being compared to those who do not have these programs and public schools being compared to private schools. Table IV-4 reports the number of schools in each category and the resulting mean incomes of those schools. Applying a one-tailed t-test for two independent samples yields strong support for each of the three cases of categorizations. Those library schools which support their respective library science libraries have, on the average, significantly larger budgets or incomes. Those schools supporting both an MLS program and a doctoral program have an

*James Krikelas 1978-79

TABLE IV-1: Funding Levels for a Five-Year Period 1976/77 to 1980/81
(n = number of schools reporting)

YEAR	n	TOTAL INCOME	AVERAGE INCOME
1976/77	63	$27,332,572	$433,850
1977/78	63	30,315,407	487,197
1978/79	55	29,673,014	539,509
1979/80	57	31,670,446	555,622
1980/81	68	38,722,203	569,444

TABLE IV-2: Source of Funds: 1976/77-1980/81 (n = number of schools reporting)

		PARENT INSTITUTION		FEDERAL FUNDS		OTHER	
YEAR	n	Avg. Amount	% of Total	Avg. Amount	% of Total	Avg. Amount	% of Total
1976/77	63	$388,549	89.56%	$22,479	4.18%	$22,823	5.26%
1977/78	63	411,622	85.54	40,042	8.32	29,534	6.14
1978/79	55	459,025	85.08	64,513	11.96	15,836	2.96
1979/80	57	486,157	87.50	43,892	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08

TABLE IV-3: Average Federal Funding for Actual Recipients, 1976/77-1980/81
(Excludes those who reported no federal funding)

YEAR	NUMBER*	AVERAGE AMOUNT
1976/77	30/63	$47,205
1977/78	42/63	60,063
1978/79	36/55	98,561
1979/80	39/57	64,149
1980/81	41/68	56,738

*indicates actual number of schools receiving funds/total number of schools reporting average total income which nearly doubles the non-doctoral schools. Private schools, on the average, have significantly larger budgets than their public counterparts.

TABLE IV-4: Mean Income in 1980-81 for Schools with/without Library Support, with/without Doctoral Programs, and Private vs. Public Schools

CATEGORY	N	MEAN INCOME	VALUE OF t
Support Library	24	$639,708	2.74
No Support	44	517,246	
Doctoral Program	24	836,383	3.50
No Doctorate	44	415,074	
Public	50	522,661	2.55
Private	18	671,988	

EXPENDITURES: TYPES AND AMOUNTS

Total expenditures with a few exceptions, are identical in amount to total income. For 14 member schools, income slightly deviated from expenditures with the surplus used to offset another year's deficit. The total amount reported for each and the 68 school averages are given in Table IV-5. The averages reported in that same table must be used with some caution, due to the fact that certain schools reported no expenses in certain categories. In general, the relative amount spent in any single category varies greatly from school to school.

Salaries and wages represent 79 percent of the total expenditures of all 68 member schools, and Table IV-6 depicts the distribution of those salaries and wages amongst the four major categories of personnel. As expected, a very large percentage of those salaries and wages are distributed amongst the faculty.

TABLE IV-5: Total and Average Expenditures for 68 Member Schools over Seven Major Categories, 1980-81

CATEGORY	AMOUNT	AVERAGE	% OF TOTAL
Salaries & Wages	$29,553,251	$434,607	79.03
Non Salary Teaching & Administrative Expenses	3,262,324	47,975	8.72
Scholarships & Fellowships	2,066,247	30,386	5.53
Research	1,336,808	19,659	3.57
Other	358,512	5,272	.96
Institutes, Workshops, Continuing Education, Etc.	360,659	5,304	.96
Library	458,708	6,746	1.23
TOTALS*	$37,396,509	$549,949	100.00

*Note that total expenditures and average expenditures vary from total reported as income.

TABLE IV-6: Allocation of Salaries & Wages, 1980-81

PERSONNEL CATEGORY	TOTAL SPENT	AVERAGE (n = 68)	% OF TOTAL	ACTUAL	
				NO.	AVERAGE
Faculty	$23,240,940	$341,779	78.94	68	$341,779
Specialist*	1,441,041	21,192	4.89	36	40,029
Clerical	3,097,501	45,551	10.52	68	45,551
Students	1,662,955	24,455	5.65	64	25,984

*This includes all staff members who serve in support activities such as librarians, audio-visual specialists, laboratory technicians, administrative assistants, editors, and placement officers.

INCOME AND EXPENDITURES: MEMBER AND ASSOCIATE SCHOOLS

Tables 7 through 10 depict complete figures for all member and associate schools, reporting both total income by source and total expenditures by category. Those schools not reporting data or reporting incomplete data are so noted.

TABLE IV-7: Total Income and Source, Member Schools, 1980-81

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Alabama	$ 383,107	$ 11,500	$ 0	$ 394,607
Albany	535,722	11,740	14,255	561,717
Alberta	483,933	7,000	49,160	540,093
Arizona[a]	373,646	64,353	5,500	443,499
Atlanta	282,343	6,300	0	288,643
Ball State[c]	342,770	11,664	0	354,434
Brigham Young	272,292	0	837	273,129
British Columbia	515,847	0	0	515,847
Buffalo	326,532	6,300	0	332,832
California, Berkeley	895,255	43,249	23,866	962,370
California, Los Angeles	741,725	65,535	7,869	815,129
Case Western Reserve	853,159	55,344	119,805	1,028,308
Catholic	488,280	804,314	19,852	1,312,446
Chicago[b]		5,106		
Clarion	392,405	0	30,993	423,398
Columbia	726,000	53,000	0	779,000
Dalhousie	308,414	0	62,805	371,219
Denver	769,444	0	0	769,444
Drexel	754,749	62,231	8,629	825,609
Emory	496,129	0	10,716	506,845
Emporia	314,382	10,739	4,987	330,108
Florida State	662,705	5,150	0	667,855
Geneseo	332,265	0	0	332,265
Hawaii	313,514	0	0	313,514
Illinois[a]	578,658	158,371	217,601	954,630
Indiana	649,453	25,200	2,550	677,203
Iowa	242,585	0	2[illegible],507	267,092
Kent State	452,394	0	24,715	477,109
Kentucky	471,732	0	1,675	473,407
Long Island	447,932	0	24,000	471,932
Louisiana	318,896	0	0	318,896
Maryland	830,037	126,189	62,349	1,018,575
McGill[a]	398,321	0	4,150	402,471
Michigan[a]	918,085	133,458	94,884	1,146,427
Minnesota	302,730	0	0	302,730
Mississippi[c]	265,839	0	4,872	270,711
Missouri	461,003	4,100	2,220	467,323
Montreal[a]	511,473	0	5,450	516,923
North Carolina[a]	647,159	109,121	56,213	812,493
North Carolina Central[a]	358,636	18,633	18,269	395,538
Northern Illinois	218,143	0	3,436	221,579
North Texas State[a]	336,553	43,043	17,594	397,190
Oklahoma	287,736	31,300	1,000	320,036
Peabody	284,640	12,600	32,795	330,035
Pittsburgh[a]	1,612,293	102,697	91,256	1,806,246
Pratt	366,658	6,000	26,122	398,780

TABLE IV-7: Total Income and Source, Member Schools, 1980-81 (cont.)

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Queens	$ 273,051	$ 25,200	$ 500	$ 298,751
Rhode Island	339,467	0	18,834	358,301
Rosary	375,060	0	8,674	383,734
Rutgers[a]	722,812	6,951	18,289	748,052
St. John's	246,235	19,200	5,774	271,209
San Jose State	317,504	0	13,540	331,044
Simmons[a]	729,092	75,457	66,539	871,088
South Carolina	468,740	485	0	469,225
Southern California	416,293	11,100	65,125	492,518
S. Connecticut State	380,486	0	0	380,486
Southern Mississippi[c]	413,617	12,600	40,131	466,348
South Florida	271,621	0	14,500	286,121
Syracuse	652,462	280,723	71,637	1,004,822
Tennessee	332,920	183,485	0	516,405
Texas	701,413	27,388	8,690	737,491
Texas Woman's[a]	463,451	91,614	1,250	556,315
Toronto	1,427,255	0	0	1,427,255
Washington	494,186	10,500	132,898	637,584
Wayne State[a]	280,757	0	24,873	305,630
Western Michigan	378,000	0	11,452	389,452
Western Ontario[a]	1,095,622	12,773	13,435	1,121,830
Wisconsin-Madison	679,191	22,528	8,660	710,379
Wisconsin-Milwaukee	347,729	0	20,766	368,495

[a] Income not equal to expenditures.
[b] Data not used in narrative summary.
[c] School recently accredited or re-accredited

TABLE IV-8: Total Income and Source, Associate Schools, 1980-81

SCHOOL	SOURCE			TOTAL FUNDING
	Parent Institution	Federal	Other	
Alabama A & M[a]	$ 383,107	$ 11,500	0	$ 394,607
Appalachian State	29,594	12,000	7,280	48,874
Baylor	64,143	0	0	64,143
Central Arkansas	137,512	0	0	137,512
Indiana State	198,201	15,889	2,151	216,241
North Carolina-Greensboro	175,246	0	200	175,446
St. Cloud	154,782	0	0	154,782
Sam Houston State	228,159	0	0	228,159
Western Kentucky	212,626	0	0	212,626

[a] Income not equal to expenditures.

TABLE IV-9: Expenditures, Member Schools, 1980-81

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES WORKSHOPS, CE, ETC.	OTHER EXPENSES	TOTAL EXPENDI-TURES
Alabama	$344,755	$38,352	$ 0	$ 0	$11,500	$ 0	$ 0	$ 394,607
Albany	521,712	22,750	0	0	9,500	7,755	0	561,717
Alberta	419,371	57,906	6,656	45,160	11,000	0	0	540,093
Arizona[a]	380,403	31,401	0	0	25,236	0	1,140	438,180
Atlanta	218,323	22,125	14,895	0	33,300	0	0	288,643
Ball State	311,346	31,424	0	0	10,551	1,113	0	354,434
Brigham Young	251,936	20,011	0	335	200	0	647	273,129
British Columbia	492,824	17,925	5,098	0	0	0	0	515,847
Buffalo	302,137	27,395	0	0	3,300	0	0	332,832
California-Berkeley	712,422	90,461	29	11,516	14,793	110	133,039	962,370
California-Los Angeles	715,208	70,741	14,031	2,353	8,464	4,332	0	815,129
Case Western Reserve[c]	577,650	114,095	8,502	4,816	65,728	0	257,517	1,028,308
Catholic	585,583	45,672	0	552,967	11,125	41,536	75,563	1,312,446
Chicago[b]	-	54,536	0	5,106	103,000	118	5,995	-
Clarion	284,800	28,147	0	0	3,000	27,993	79,458	423,398
Columbia	543,000	87,000	0	0	146,000	0	3,000	779,000
Dalhousie	311,169	41,530	0	0	18,520	0	0	371,219
Denver	573,954	42,200	0	0	71,635	81,648	0	769,437
Drexel	582,081	89,510	0	7,731	41,400	0	104,886	825,608
Emory	293,707	17,997	16,883	800	51,210	4,716	121,532	506,845
Emporia	284,116	39,819	0	0	0	6,173	0	330,108
Florida State	602,620	38,835	0	0	26,400	0	0	667,855
Geneseo	285,036	35,599	11,630	0	0	0	0	332,265
Hawaii	278,870	26,944	0	0	0	7,700	0	313,514
Illinois[a]	727,815	78,078	0	59,306	23,110	0	50,036	938,345

TABLE IV-9: Expenditures, Member Schools, 1980-81 (cont.)

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLARSHIPS & FELLOWSHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES	TOTAL EXPENDITURES
Indiana	$ 530,885	$ 47,170	$ 0	$25,200	$73,948	$ 0	$ 0	$ 677,203
Iowa	218,980	23,248	0	0	17,100	7,764	0	267,092
Kent State	356,376	44,333	0	742	15,485	0	60,173	477,109
Kentucky	426,883	44,249	0	0	1,675	0	600	473,407
Long Island	338,632	41,500	0	27,000	64,800	0	0	471,932
Louisiana	284,082	34,814	0	0	0	0	0	318,896
Maryland	756,596	66,165	19,620	113,068	13,121	50,005	0	1,018,575
McGill[a]	373,793	25,817	0	0	4,150	0	0	403,760
Michigan[a]	672,334	120,784	0	2,749	240,663	0	11,688	1,048,218
Minnesota	281,350	17,880	0	0	3,500	0	0	302,730
Mississippi	214,452	11,913	6,021	0	0	2,400	35,965	270,751
Missouri	412,980	49,130	0	0	5,213	0	0	467,323
Montreal[a]	416,930	52,216	0	455	450	0	47,142	517,193
North Carolina[a]	715,876	81,619	0	1,632	10,081	0	0	809,208
North Carolina Central[a]	319,969	15,300	27,176	0	33,141	628	0	396,214
Northern Illinois	207,254	10,040	0	0	270	4,015	0	221,579
North Texas State	329,761	19,322	8,738	4,160	30,484	0	5,185	397,650
Oklahoma	254,416	23,742	0	5,779	35,100	1,000	0	320,037
Peabody	214,848	23,292	0	0	31,417	0	60,478	330,035
Pittsburgh[a]	1,167,430	218,241	57,615	38,234	80,709	2,670	239,856	1,804,755
Pratt	288,509	98,876	0	3,200	8,195	0	0	398,780
Queens	261,879	1,655	9,517	0	25,700	0	0	298,751
Rhode Island	316,574	26,971	0	6,581	1,500	6,675	0	358,301
Rosary	287,597	48,476	0	0	13,060	5,674	28,900	383,707
Rutgers[a]	687,727	55,967	0	0	4,358	0	0	748,052
St. John's	178,350	13,652	0	0	40,277	7,130	31,800	271,209

TABLE IV-9: Expenditures, Member Schools, 1980-81 (cont.)

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES	TOTAL EXPENDI-TURES
San Jose State	$ 286,369	$ 13,505	$27,150	$ 200	$ 3,820	$ 0	$ 0	$ 331,044
Simmons[a]	567,785	48,257	38,000	41,589	49,400	23,844	86,970	855,845
South Carolina	383,183	33,039	2,250	485	0	0	50,268	469,225
Southern California	382,412	82,079	0	0	28,027	0	0	492,518
S. Connecticut State	350,250	26,700	3,536	0	0	0	0	380,486
South Florida	258,111	7,010	0	0	6,500	14,500	0	286,121
Southern Mississippi	329,061	36,051	0	0	12,600	40,131	48,505	466,348
Syracuse	535,014	115,406	11,940	111,543	230,919	0	0	1,004,822
Tennessee	302,191	30,729	0	183,485	1,250	0	0	517,655
Texas	630,177	50,810	0	0	42,089	333	14,082	737,491
Texas Woman's[a]	438,037	31,840	438	42,212	50,652	300	1,293	564,772
Toronto	1,185,256	195,916	46,083	0	0	0	0	1,427,255
Washington	378,657	23,599	0	0	31,931	4,465	198,932	637,584
Wayne State[a]	229,183	54,314	0	0	19,852	0	5,021	308,370
Western Michigan	342,761	25,027	10,819	345	10,500	0	0	389,452
Western Ontario	907,078	117,948	86,532	10,997	1,710	0	0	1,124,265
Wisconsin-Madison	633,423	31,588	33,007	7,395	1,950	0	3,016	710,379
Wisconsin-Milwaukee	299,030	16,031	5,223	0	42,132	6,079	0	368,495

[a] Income not equal to expenditures

[b] Data not used in narrative summary

[c] CWRU, due to its "management center" budgetary concept, lists fringe benefits, plant services, and university services as expenses.

TABLE IV-10: Expenditures, Associate Schools, 1980-81

SCHOOL	SALARIES & WAGES	TEACHING & ADMINIS. EXPENSES	LIBRARY	RESEARCH	SCHOLAR-SHIPS & FELLOW-SHIPS	INSTITUTES, WORKSHOPS, CE, ETC.	OTHER EXPENSES	TOTAL EXPENDI-TURES
Alabama A & M[a]	$118,336	$11,450	$3,420	$ 4,000	$15,000	$ 625	$1,450	$152,831
Appalachian State	4,971	22,792	4,000	0	12,500	2,111	2,500	48,874
Baylor	58,750	4,893	500	0	0	0	0	64,143
Central Arkansas	124,272	8,760	4,500	0	0	0	0	137,512
Indiana State	179,848	13,336	5,583	15,889	1,063	200	323	216,241
North Carolina-Greensboro	175,546	5,782	0	300	200	800	0	182,628
St. Cloud	147,983	6,799	0	0	0	0	516	154,782
Sam Houston State	218,571	9,588	0	0	0	0	0	228,159
Western Kentucky	272,820	7,202	3,000	500	11,250	0	0	212,626

[a] Income not equal to expenditures.

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities and the management thereof for the 1980-81 year. Activities which were offered primarily for practicing information professionals are repor[illegible] Courses or other programming which was primarily taken as part of a degree program are not included. For the purposes of this report, schools which have said that all their courses are available as continuing education are not included.

Of the 69 library and information science education programs holding AALS institutional membership as of January 1, 1982, 69 schools reported to this section of the questionnaire. The reply rate (100 percent) is an almost 10 percent increase over the previous year's response. To survey the AALS Associate Member institutions a request for data was sent to each of the 31 schools holding associate membership in AALS in 1981. Responses were received from 14 schools (45 percent) -- an approximate 6 percent increase over the previous year's response rate.

Table V-1 lists by school the number of continuing education events offered during the 1980-81 year, the total clock hours of instruction and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 69 AALS Member Schools, 1980-81

School	Number of Events	Clock Hours	Enrollment
Alabama	10	151	209
Albany	3	32	204
Alberta	27	197.5	1191
Arizona	3	28	-
Atlanta	2	-	-
Ball State	5	27	80
Brigham Young	1	25	30
British Columbia	2	28	100
Buffalo	26	194	705

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 69 AALS Member Schools, 1980-81 (cont.)

School	Number of Events	Clock Hours	Enrollment
California - Berkeley	15	111	501
California - Los Angeles	18	390	85 (Partial Report)
Case Western Reserve	5	104	154
Catholic	10	302.5	320
Chicago	1	-	-
Clarion	3	5	210
Columbia	3	32	40
Dalhousie	25	85.5	-
Denver	5	91	288
Drexel	16	153	418
Emory	14	141.5	678
Emporia	11	66	498
Florida State	6	34	300
Geneseo	-	-	-
Hawaii	9	77	165
Illinois	7	39	240
Indiana	4	20	140
Iowa	8	59	720
Kent	5	83	407
Kentucky	17	108	834
Long Island	17	52	785
Louisiana	4	13	245
Maryland	13	128	290
McGill	4	18	-

TABLE V-1: Number, Duration, and Enrollment of Continuing Education Events in 69 AALS Member Schools, 1980-81 (cont.)

School	Number of Events	Clock Hours	Enrollment
Michigan	31	176	702
Minnesota	5	140	75
Mississippi	6	112	88
Missouri	8	50	260
Montreal	6	60	135
North Carolina	12	31	150
North Carolina Central	4	51	166
North Texas	-	-	-
Northern Illinois	4	34	322
Oklahoma	1	7	17
Peabody	4	35	84
Pittsburgh	13	39	260
Pratt	7	76	130
Queens	-	-	-
Rhode Island	7	36.5	175
Rosary	8	58.33	136
Rutgers	20	117.5	1385
St. John's	10	18	455
San Jose	-	-	-
Simmons	10	88.5	368
South Carolina	4	20	83
South Florida	9	270	380
Southern California	16	150	929
Southern Connecticut	2	4	145

TABLE V-1: Number, Duration, and Enrollment of Continuing Education Events in 69 AALS Member Schools, 1980-81 (cont.)

School	Number of Events	Clock Hours	Enrollment
Southern Mississippi	19	292	1887
Syracuse	3	32	362
Tennessee	16	155	299
Texas	9	55	539
Texas Woman's	11	409	283
Toronto	7	104	249
Washington	12	36	597
Wayne State	2	16	275
Western Michigan	14	12	363
Western Ontario	1	7	15
Wisconsin-Madison	32	377	1784
Wisconsin-Milwaukee	12	78	368
	624	5,941.83	23,303

In summary form, Table V-2 compares the total continuing education activities by type with the total hours of instruction and total enrollments. Sixty-nine (100 percent) schools reported a total of 624 continuing education activities occupying 5,924.33 hours of instruction to a total enrollment of 23,003. This represents a 19.5 percent increase in the number of offerings over 1979-80; an increase of 21 percent in the number of hours of instruction; and an increase of 10 percent in total enrollment. As in 1979-80 more schools used the workshop format than any other; the Conference format was used by the fewest number of schools. A comparison of the last three years is provided in Table V-4.

TABLE V-2: Number, Duration and Enrollment of Continuing Education Events in AALS Member Schools, 1980-81--Summary

Type of Activity	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enroll-ment
Institutes	21	69	1021.33	3220
Seminars	18	52	290.75	2095
Workshops	44	170	2004.25	5106
Conferences	22	39	461.5	4861
Forums	11	53	153.5	1317
Colloquia	26	141	221.5	4115
Short Courses	23	67	1226	1252
Other	11	33	563	1337
TOTALS		624	5,941.83	23,303

Looking specifically at a comparison of types of activities, one sees in Table V-3 the distribution of the number offered over the types of activities. The category of workshops, representing 27 percent of the total, is substantially larger than the next highest category, colloquia, representing 22 percent of the total. Moreover, almost twice as many schools offered workshops than any other type of continuing education activity excluding colloquia.

TABLE V-3: Number of Continuing Education Events by Type of Activity in AALS Member Schools, 1980-81--Summary

Type of Activity	No. of Schools Reporting	No. Held	Ranges per Institution	Mean No. per Institution	Median No. per Institution
Institutes	21	69	1-14	3.28	2
Seminars	18	52	1-9	2.88	1
Workshops	44	170	1-15	3.86	2.5
Conferences	22	39	1-4	1.77	1

TABLE V-3: Number of Continuing Education Events by Type of Activity in AALS Member Schools, 1980-81--Summary (cont.)

Type of Activity	No. of Schools Reporting	No. Held	Ranges per Institution	Mean No. per Institution	Median No. per Institution
Forums	11	53	1-14	4.81	1
Colloquia	26	141	1-11	5.42	5
Short Courses	23	67	1-11	2.91	2
Other	11	33	1-13	3.0	2

Table V-4, which compares 1978-79, 1979-80 and 80-81 data, shows a large increase in the number of schools reporting forums, colloquia, and short courses. All other categories remain relatively constant. These comparisons also appear to hold for the total number of activities, increases being accounted for by the increase in the above categories and by the increase in the response rate to this portion of the questionnaire (from 85 percent in 1978-79 to 100 percent in 1980-81).

TABLE V-4: Number of Continuing Education Events by Type of Activity in AALS Member Schools: Comparison of 1978-79, 1979-80, and 1980-81

Type of Activity	No. of Schools Reporting			No. of Activities Held		
	78-79	79-80	80-81	78-79	79-80	80-81
Institutes	25	23	21	51	45	69
Seminars	16	19	18	38	33	52
Workshops	42	41	44	158	170	170
Conferences	19	19	22	29	29	39
Forums	2	6	11	24	43	53
Colloquia	4	19	26	26	83	141
Short Courses	7	19	23	18	68	67
Other	8	5	11	31	31	33
TOTALS				375	502	624

Table V-5 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education activity. Workshops occupied the largest single amount of instructional hours. The total number of hours for workshops, 2004.25, ranged from five hours per school to 240 hours. Similar ranges can be seen for the other types of activities. Seminars, forums and colloquia have smaller ranges with 2-50, 2-84 and 2-20 respectively.

The median number of hours of instruction ranges from 48.87 per institution for institutes, to 8.50 per institution for colloquia. For these data for individual schools, refer to Table V-1. In summary, the total average number of hours of instruction per school was 258.23 in 1980-81. This figure shows little change over the 1978-79 amount of 248.9 and the 1979-80 amount of 243.8.

TABLE V-5: Number of Hours of Continuing Education Instruction by Type of Activity in AALS Member Schools, 1980-81--Summary

Type of Activity	Total Hours	Range	Mean No. per Institution	Median No. per Institution
Institutes	1021.33	6-150	48.87	37.5
Seminars	290.75	2-50	16.15	15
Workshops	2004.25	5-240	45.55	30
Conferences	461.5	5-481	20.73	20
Forums	153.5	2-84	13.95	5.5
Colloquia	221.5	2-20	8.50	10
Short Courses	1226	15-240	53.30	36
Other	563	1-252	51.18	25.75
	5,941.83		258.23	

Table V-6 provides information on enrollment totals and range, as well as mean and median enrollments per institution. Workshops again showed the high enrollment of 5106 (27 percent) of the total. The total average enrollment per school was 1071.34. This compares with a total average enrollment in 1978-79 of 1538.2 and 1277.1 in 1979-80. Enrollment totals by individual schools are provided in Table V-1.

TABLE V-6: Continuing Education Enrollments by Type of Activity in AALS Member Schools, 1980-81--Summary

Type of Activity	Total Enrollment	Range	Mean Enrollment per Institution	Median Enrollment per Institution
Institutes	3220	12-443	153.33	120
Seminars	2095	6-749	116.39	95
Workshops	5106	15-320	116.05	95
Conferences	4861	29-1300	220.95	120
Forums	1317	29-859	119.73	90
Colloquia	4115	22-500	158.27	142
Short Courses	1252	12-200	54.17	47
Other	1337	10-363	133.45	70
	23,303		1071.34	

Table V-7 gives data on the availability of institutional CEU's by individual school and by continuing education category. Of the schools reporting, 33 (48 percent) indicated that CEU's were available for at least part of their continuing education offerings, while 21 schools said CEU's were unavailable, and 15 schools did not respond or provided unusable data. Although some schools offered CEU credit for a portion only of their instruction, most schools offering such credit appear to do so for the entire range of their continuing education activities.

TABLE V-7: Availability of CEU's by Type of Activity in 69 AALS Member Schools, 1980-81

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Alabama				yes			yes	
Albany			no	no				
Alberta		no		no	no			
Arizona			yes					
Atlanta			—					
Ball State				yes	yes*			
Brigham Young			no					
British Columbia			no					
Buffalo	yes	yes	yes	yes		no	no	
Berkeley		—	—			—		
UCLA		—	—				—	—
Case Western Reserve			yes				yes	yes
Catholic	yes	yes	yes	yes				yes
Chicago			—					
Clarion						no		
Columbia			no					

* Indicate CEU's available for some and not others

— Indicate unusable or no information in category

TABLE V-7: Availability of CEU's by Types of Activity in 69 AALS Member Schools, 1980-81 (cont.)

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Dalhousie			—		—		—	
Denver	yes		yes	no				
Drexel			no	no				
Emory	—		—			—		—
Emporia	no		yes					
Florida State						no	no	
Geneseo								
Hawaii	no	no	no		no		yes	
Illinois	yes					no		no
Indiana			no	yes				
Iowa		no		yes			no	
Kent	yes		no	yes			yes	
Kentucky		yes	yes					
Long Island	yes		yes			—		
Louisiana			no	yes	no			
Maryland	no		no			no		
McGill		no				no		
Michigan	yes	yes	yes			no	yes	

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

TABLE V-7: Availability of CEU's by Type of Activity in 69 AALS Member Schools, 1980-81 (cont.)

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Minnesota			yes					
Mississippi			no	no				
Missouri	yes					no		no
Montreal		no	no			no	no	
North Carolina		no				no		
North Carolina Central			yes		no		no	
North Texas								
Northern Illinois	—					—		
Oklahoma			no					
Peabody			—					
Pittsburgh		no					no	
Pratt	yes							
Queens								
Rhode Island			yes			no		
Rosary	—		—					
Rutgers	*yes/no		no				yes	yes
St. John's		no		yes		no		
San Jose								

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

TABLE V-7: Availability of CEU's by Type of Activity in 69 AALS Member Schools, 1980-81 (cont.)

School	Institutes	Seminars	Workshops	Conferences	Forums	Colloquia	Short Courses	Other
Simmons	yes		yes			no	yes	
South Carolina			yes		yes			
South Florida			*yes	no				
Southern California	no				no			
Southern Connecticut						no		
Southern Mississippi			*yes/no	no		no		
Syracuse				no			no	
Tennessee			no		no	no	no	
Texas			yes			no		
Texas Woman's	—				—			
Toronto		—					—	—
Washington		no	yes			no		
Wayne State		yes		yes				
Western Michigan				no				no
Western Ontario			no					
Wisconsin-Madison		yes	yes	yes	no	no	yes	yes
Wisconsin-Milwaukee				yes		no	yes	

* Indicate CEU's available for some and not others
— Indicate unusable or no information in category

As shown in Table V-8 and V-9, 46 (70 percent) of the schools limited their programming to geographically proximate areas for at least some continuing education activities. Most schools, however, were interested in attracting a wider geographical audience of participants for at least some of their continuing education activities. Thirty-eight or nearly 58 percent of the schools reporting have some regional or national geographical target groups. Only one school, Clarion, indicated that its continuing education interests were directed at local audiences only.

TABLE V-8: Geographical Target Groups in Continuing Education Activities in 69 AALS Member Schools, 1980-81

	Target Group			
School	Local	State (Province)	Regional	National
Alabama		x		x
Albany	x		x	x
Alberta	x	x	x	x
Arizona	x	x		
Atlanta				
Ball State	x	x	x	
Brigham Young	x			
British Columbia		x		
Buffalo	x		x	
Berkeley	x			x
UCLA	x	x	x	x
Case Western Reserve	x		x	
Catholic			x	x
Chicago				x
Clarion	x			
Columbia	x			x
Dalhousie	x	x	x	

TABLE V-8 Geographical Target Groups in Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Target Group			
	Local	State (Province)	Regional	National
Denver	x	x	x	x
Drexel	x		x	
Emory	x	x	x	x
Emporia			x	
Florida State	x			
Geneseo				
Hawaii	x	x		x
Illinois	x		x	x
Indiana	x	x		
Iowa		x	x	
Kent	x	x		
Kentucky	x	x	x	x
Long Island				
Louisiana State	x	x		
Maryland	x	x	x	x
McGill	x	x	x	x
Michigan	x	x	x	x
Minnesota				x
Mississippi	x	x		
Missouri	x	x		
Montreal	x	x		x
North Carolina	x			x
North Carolina Central		x	x	
North Texas				
Northern Illinois	x	x	x	
Oklahoma		x		

TABLE V-8: Geographical Target Groups in Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Target Group			
	Local	State (Province)	Regional	National
Peabody		x		
Pittsburgh	x			x
Pratt	x	x	x	x
Queens				
Rhode Island		x	x	
Rosary				
Rutgers		x	x	
St. John's	x	x		x
San Jose				
Simmons	x		x	
South Carolina		x		
South Florida	x	x	x	x
Southern California		x		x
Southern Connecticut	x	x		
Southern Mississippi	x	x	x	x
Syracuse	x	x		
Tennessee	x		x	
Texas	x		x	
Texas Woman's			x	
Toronto	x			x
Washington	x		x	
Wayne State	x	x		
Western Michigan	x	x	x	x
Western Ontario			x	
Wisconsin-Madison	x	x	x	
Wisconsin-Milwaukee	x	x		

TABLE V-9: Geographical Target Groups for Continuing Education Activities in AALS Member Schools, 1980-81--Summary

Target Group	No. of Schools
Local	46
State (Provincial)	39
Regional	33
National	27
No target group indicated	1

Table V-10 shows that of the sixty-five schools reporting, fifty-five (85 percent) identified no particular type of personnel target group(s) for their continuing education program. There seems to be no single target group for the schools indicating a target group. As in the past two years it would appear that, even though most single activities which a school offered had a specific audience in mind, few total continuing education programs were thus targeted.

TABLE V-10: Personnel Target Groups for Continuing Education Activities in AALS Member Schools, 1980-81--Summary

Target Group	No. of Schools	Schools
Children's Specialist	4	Emporia South Carolina Southern Mississippi Washington
Public Librarians	6	Emporia Kent Southern Mississippi Texas Woman's Western Ontario Wisconsin-Madison

TABLE V-10: Personnel Target Groups for Continuing Education Activities in AALS Member Schools, 1980-81--Summary (cont.)

Target Group	No. of Schools	Schools
School Media Specialist	6	Ball State Kent St. John's Southern Mississippi Texas Woman's Wisconsin-Madison
Teachers	2	Ball State St. John's
Trustees	1	Wisconsin-Madison
No specific target group for total c.e. program	55	

Fifty-nine (91 percent) of the schools responding reported no subject emphasis for their total continuing education program. Of the remaining six schools indicating an emphasis no area was listed by more than two schools. Table V-11 shows the schools and their priorities.

It should be remembered that data sought by this question relates to whether a school had a subject emphasis for its total program for the year, not whether a school offered an activity on a specific topic. Hence only data which appeared to characterize a total program was included.

From the data for the last three years, then, it appears that most schools do not establish subject emphasis priorities for their continuing education programs. Of the few schools which have set an emphasis there is no consensus (beyond "management") on what that emphasis should be.

TABLE V-11: Subject Emphasis Priority for Continuing Education Activities in AALS Member Schools, 1980-81--Summary

Subject Emphasis	No. of Schools	Schools
Current Trends	1	Syracuse
Management	2	Pratt, Simmons
Media	1	St. John's
Reference	1	Emporia
Statistics	1	Minnesota
Technology	2	Pratt, Simmons

Twenty-six (40 percent) of the 65 schools reporting indicated that their continuing education instruction was held exclusively on their own campuses. Another 56 schools used on-campus facilities in combination with off-campus facilities and other off-campus locations. Table V-12 summarizes the other instruction locations. Three schools stated that they employed other modes of delivery which included educational telephone network (Wisconsin-Madison) video-tape (Arizona) and home-study (Catholic). From these data it appears that most schools use on-campus facilities for continuing education instruction.

TABLE V-12: Location of Continuing Education Instruction in AALS Member Schools, 1980-81--Summary

Location	Number of Schools: Exclusively	Number of Schools: In Combination
On-campus	26	56
Off-campus at University's facility	0	8
Off-campus at other location	1	27
Other modes of delivery	0	3
Educational Telephone Network (Wisconsin-Madison)		1
Home Study (Catholic)		1
Video-tape (Arizona)		1
Unspecified (LSU)		
No response (Atlanta)		

Table V-13 provides location of instruction information for each school.

TABLE V-13: Number of Continuing Education Offerings by Location for 69 AALS Member Schools, 1980-81

	Location			
School	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery
Alabama	10			
Albany	1		2	
Alberta	9		4	

TABLE V-13: Number of Continuing Education Offerings by Location for 69 AALS Member Schools, 1980-81 (cont.)

	Location			
School	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery
Arizona	3			
Atlanta				
Ball State	5			
Brigham Young	1			
British Columbia			2	
Buffalo	23		3	
Berkeley	12	2	1	
UCLA	18			
Case Western Reserve	5			
Catholic	9			1 (home study)
Chicago	1			
Clarion	3			
Columbia	2		1	
Dalhousie	24			
Denver	4		1	
Drexel	16			
Emory	14			
Emporia		1	10	
Florida State	2		4	
Geneseo				
Hawaii	8		1	
Illinois	7			
Indiana	4			
Iowa	8			
Kent	2		3	
Kentucky	4		13	

TABLE V-13: Number of Continuing Education Offerings by Location for 69 AALS Member Schools, 1980-81 (cont.)

	Location			
School	On Campus	Off-Campus at University Facility	Off-Campus at Other Location	Other Modes of Delivery
Long Island	17			
Louisiana State	1		1	2 (unspecified mode)
Maryland	11	1	1	
McGill	1			
Michigan	20		4	
Minnesota			5	
Mississippi	1	3	2	
Missouri	7			
North Carolina	11	1		
North Carolina Central	3		1	
North Texas				
Northern Illinois	4			
Oklahoma	1			
Peabody	4			
Pittsburgh	13			
Pratt		6	1	
Queens				
Rhode Island	6	1		
Rosary	7		1	
Rutgers	13		4	
St. John's	10			
San Jose				
Simmons	10			
South Carolina	4			

TABLE V-13: Number of Continuing Education Offerings by Location for 69 AALS Member Schools, 1980-81 (cont.)

School	Location On Campus	Off-Campus at University Facility	Off-Campus at Other Locstion	Other Modes of Delivery
South Florida	5	2	2	
Southern California	16			
Southern Connecticut	2			
Southern Mississippi	17		2	
Syracuse	2		1	
Tennessee	16			
Texas	9			
Texas Woman's	10		1	
Toronto	7			
Washington	12			
Wayne State	1		1	
Western Michigan	1		13	
Western Ontario	1			
Wisconsin-Madison	9		2	20 (Educational Telephone Network)
Wisconsin-Milwaukee	12			
TOTAL EVENTS	461	17	82	37
TOTAL SCHOOLS	57	8	27	3

The responses to the question concerning the financial support of continuing education is provided in Table V-14.

It seems clear that fee income remains the major single source of financial support of the direct costs of continuing education programs. Thirty-two (50 percent) depended upon fee income for at least half of the direct costs and 17 (26 percent) depended upon fee income for almost all direct costs. The data in Table V-14 reflects little variation from that reported for 1978-79 and 1979-80.

TABLE V-14: Sources of Financial Support for Continuing Education in AALS Member Schools, 1980-81--Summary

Source of Funding	Number of Schools by Percent of Support				
	96-100%	76-95%	51-75%	26-50%	25% or less
Institutional	6	4	5	8	11
Federal Funds				1	4
Fees	17	9	6	7	5
Contracts & Grants (other than federal)	1		1	1	6
Others	2			1	3

Missing or unusable data=5

As Table V-15 shows, a total of 59 (94 percent) schools negotiated compensation for teaching for at least some of their continuing education programs. This method was used much more for compensating outside instructors than for the school's own faculty. The method used most to compensate the schools' own faculty was by making such instruction a part of their teaching/service load. A total of 36 schools (57 percent) were compensated in this manner.

A variety of methods of compensation was used by many schools. The determining factor in which method was employed appears to be whether or not the instructor was a member of the school's own faculty. A comparison of the data for the last three years reveals little apparent variation.

TABLE V-15: Methods of Determining Compensation for Continuing Education Program Faculty in AALS Member Schools, 1980-81--Summary

Method of Determining Compensation	School's Own Faculty	Outside Instructors	Total
Negotiated	20	39	59
Flat fee	13	20	33
Formula	7	6	13
Part of teaching/service load	36	NA	36
No response=2			

Table V-16 provides type of compensation data for each reporting school.

TABLE V-16: Methods of Determining Compensation for Continuing Education Program Faculty in 69 AALS Member Schools, 1980-81

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Alabama		x			x		x
Albany		x		x		x	x
Alberta			x				x
Arizona		x	x				
Atlanta							
Ball State				x		x	
Brigham Young	x						
British Columbia		x					x
Buffalo	x	x			x	x	x
Berkeley	x	x					x
UCLA	x	x	x				
Case Western Reserve		x					x
Catholic							x
Chicago	x	x					
Clarion		x					

TABLE V-16: Methods of Determining Compensation for Continuing Education Program Faculty in 69 AALS Member Schools, 1980-81 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Columbia	x	x					
Dalhousie							
Denver		x				x	x
Drexel		x			x		
Emory		x					x
Emporia	x	x					x
Florida State			x				
Geneseo							
Hawaii			x	x	x	x	x
Illinois		x					x
Indiana							
Iowa				x			x
Kent		x					x
Kentucky		x			x		
Long Island		x					x
Louisiana State		x					x
Maryland	x	x					
McGill		x					
Michigan	x	x					

TABLE V-16: Methods of Determining Compensation for Continuing Education Program Faculty in 69 AALS Member Schools, 1980-81 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Minnesota			x				
Mississippi	x			x			x
Missouri	x			x			x
Montreal				x			
North Carolina				x			x
North Carolina Central	x	x					x
Northern Illinois			x	x			
North Texas							
Oklahoma		x					
Peabody							x
Pittsburgh	x			x			x
Pratt			x				
Queens							
Rhode Island	x	x					
Rosary	x	x					
Rutgers	x	x	x	x			x
St. John's				x			x
San Jose							
Simmons	x	x					

TABLE V-16: Methods of Determining Compensation for Continuing Education Program Faculty in 69 AALS Member Schools, 1980-81 (cont.)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
South Carolina		x	x				
South Florida				x	x		x
Southern California		x					x
Southern Connecticut				x			
Southern Mississippi		x	x	x			x
Syracuse		x					x
Tennessee		x					x
Texas	x	x		x			
Texas Woman's				x			x
Toronto			x				
Washington		x	x	x			x
Wayne State		x					x
Western Michigan				x	x		x
Western Ontario				x			
Wisconsin-Madison	x	x		x		x	x
Wisconsin-Milwaukee	x	x					x

The largest number of schools reporting used their own faculty for continuing education instruction, as shown in Table V-17. Forty (61 percent) schools indicated that they most often used this group; sixteen (25 percent) indicated that they least often used it; and only one school indicated that it never used its own faculty for this purpose.

Sixteen schools (25 percent) indicated that they least often used visiting library science faculty, while only 2 (3 percent) indicated the use of other library science faculty most often.

Twenty-three (35 percent) have occasionally used other faculty from their own institutions, while only 4 (6 percent) used other faculty most often. Seventeen (26 percent) indicated that they did not use this category of instructor.

Thirty-five (54 percent) schools used practitioners as a primary source of instruction and only one used practitioners least often. Seven (11 percent) schools indicated that they used other sources of instruction. These include outside consultants or experts and company representatives.

TABLE V-17: Sources of Faculty Used for Continuing Education Activities in AALS Member Schools, 1980-81--Summary

	Number of Schools		
Source of Instructors	Most Often	Least Often	Did Not Use
Library Science Faculty	40	16	1
Visiting Library Science Faculty	2	38	16
Other Faculty in Institution	4	23	17
Practitioners	35	19	1
Other			2
Outside consultants or experts--(Emory, Michigan, Montreal, Rutgers, Simmons, South Carolina, Southern California, Washington)	7	1	
Company representatives--(Peabody)	1		

Table V-18 provides information on the sources of faculty for instruction for each school reporting.

TABLE V-18: Sources of Faculty Used for Continuing Education Activities in 69 AALS Member Schools, 1980-81

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Alabama	M	L	N	L	
Albany	I	N	N	M	
Alberta	M				
Arizona	M	L	N	L	
Atlanta					
Ball State	N	L		M/L	
Brigham Young	M				
British Columbia	L		M	M	
Buffalo	M	L	M	M	
Berkeley	L	N		M	
UCLA	L	N	L	M	
Case Western Reserve	M	N	N	L	
Catholic	M	N	N	L	
Chicago					
Clarion				M	

Legend: M = most often; L = least often; N =did not use

TABLE V-18: Sources of Faculty Used for Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

Schools	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Columbia		L		M	
Dalhousie		L		M	
Denver	L	L	N	M	
Drexel	M	N	N	N	
Emory	L	M	L	M	M (outside experts)
Emporia	M	N	L	L	
Florida State	M				
Geneseo					
Hawaii	L	L	L	M	
Illinois	L	N	L	M	
Indiana	M	L		M	
Iowa	M	L	N	M	
Kent	M	N	N	L	
Kentucky	M	N	L	M	
Long Island	L	L	N	M	
Louisiana	M	N	N	M	
Maryland	M	L	L	L	
McGill	M	L	L	L	N

Legend: M = most often; L = least often; N = did not use

TABLE V-18: Sources of Faculty Used for Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
Michigan	M	N	N	M	M (experts in area)
Minnesota	M				
Mississippi	M	L	L		
Missouri	M				
Montreal			M	M	M (visiting specialists)
North Carolina	L	L	N	M	
North Carolina Central	M	L	L	M	
North Texas					
Northern Illinois	M	L	L	L	
Oklahoma				M	
Peabody	L				M (company represenatives)
Pittsburgh	M	L	N	L	
Pratt	M			L	
Queens					
Rhode Island	M	M	L	M	
Rosary	M			L	
Rutgers	L	L	L	M	M (outside consultants/ experts)

Legend: M = most often; L = least often; N = did not use

TABLE V-18: Sources of Faculty Used for Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library Science Faculty	Visiting Library Science Faculty	Other Faculty in Institution	Practitioners	Others
St. John's	L	N	N	M	
San Jose					
Simmons	M			M	M (experts in related fields)
South Carolina	M	N	L	L	L (author-illustrator)
South Florida	M	N	L	L	
Southern California	M	L	M	M	M (outside consultants)
Southern Connecticut	L	L	L	M	
Southern Mississippi	M	L	L	L	
Syracuse	M	N	N	L	
Tennessee	L	L	L	M	
Texas	M	L	N	M	
Texas Woman's	M	L	N	M	
Toronto	M	L	L	M	
Washington	M	N	L	L	M (outside experts)
Wayne State	M			M	
Western Michigan	M		L		
Western Ontario				M	
Wisconsin-Madison	L	L	L	M	
Wisconsin-Milwaukee	M	L	L	L	N

Legend: M = most often; L = least often; N = did not use

As was reported for 1978-79 and 1979-80, the use of a school coordinator to manage continuing education programs was the largest single method used for 1980-81, as indicated by Table V-19. Forty-six (71 percent) indicated this approach. Seventeen (26 percent) schools indicated that a faculty committee was used most often while 3 (5 percent) did not use this category. Eighteen (28 percent) schools used a central university office to assist in continuing education administration; eight (12 percent) occasionally used this facility; and eighteen (28 percent) did not use. Six schools employed, at least occasionally, other methods as indicated in Table V-19.

TABLE V-19: Methods of Administration and Coordination of Continuing Education Activities in AALS Member Schools, 1980-81--Summary

Method of Administration and Coordination	Number of Schools		
	Most Often	Least Often	Did Not Use
Library School Coordinator	46	4	3
Faculty Committee	17	13	13
University Office of Continuing Education	18	8	18
Other			
Dean (Alabama, Arizona, Rhode Island)	2	1	
Professional Associations (Montreal)	1		
Individual faculty (Berkeley)		1	
Alumni Committee (North Carolina)		1	
Area Committee (North Texas)		1	

Table V-20 provides detailed responses to the management question for each school.

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Alabama	L	N	N	L (Dean)
Albany	M	N	L	

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Alberta			M	
Arizona			M	M (Dean)
Atlanta				
Ball State	L	M	N	N
Brigham Young			M	
British Columbia			M	
Buffalo	M	L	N	
California - Berkeley	N	N		L (School faculty)
California - UCLA	M			
Case Western Reserve	M			
Catholic	M			
Chicago	M			
Clarion		M		
Columbia	M			
Dalhousie		M	L	
Denver	M	M	N	
Drexel	M	M	M	
Emory	M	L	N	
Emporia	M	N	L	
Florida State			M	
Geneseo				
Hawaii	L	M		

Legend: M = most often; L = least often; N = did not use

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Illinois	L	L	M	
Indiana		M		
Iowa	M	M	M	
Kent	M	N	M	
Kentucky	M	L	N	
Long Island	M		N	
Louisiana State	M	M	M	
Maryland	M	M	N	
McGill	M	L	M	N
Michigan	M	M	M	
Minnesota			M	
Mississippi			M	
Missouri	M		L	
Montreal	M			M (Professional associations)
North Carolina	N	M	N	L (Alumni Committee)
North Carolina Central	M	L	L	
North Texas				
Northern Illinois	N	M	L	
Oklahoma	M			
Peabody	M	L		
Pittsburgh	M	N	N	

Legend: M = most often; L = least often; N = did not use

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Pratt	M		M	
Queens				
Rhode Island	M	M	M	M (Dean)
Rosary	M	N	N	
Rutgers	M			
St. John's	M	L		
San Jose				
Simmons	M			
South Carolina	M			
South Florida	M	L		
Southern California	M	N	N	
Southern Connecticut	M	N	N	
Southern Mississippi	M	N	M	
Syracuse	M	N	M	N
Tennessee	M	L	N	
Texas	M	L	N	
Texas Woman's	M	L	N	L (N.T. Area Committee)
Toronto			M	
Washington	M	N	L	
Wayne State	M	M		
Western Michigan	M	M		
Western Ontario	M	M	M	

Legend: M = most often; L = least often; N = did not use

TABLE V-20: Methods of Administration and Coordination of Continuing Education Activities in 69 AALS Member Schools, 1980-81 (cont.)

School	Library School Coordinator	Faculty Committee	Institutional Office for C.E.	Other
Wisconsin-Madison	M	N	N	
Wisconsin-Milwaukee	M	L	L	

Legend: M = most often; L = least often; N = did not use

Associate Member Schools

Approximately 38 percent (13 schools) of the 34 AALS Associate Member schools responded to the 1979-80 questionnaire on continuing education. This number is twice the response size of the 1978-79 response. The response to the 1980-81 report is 14 schools (45 percent), three of which have no continuing education program.

Table V-21 lists by school the number of continuing education events during 1980-81, the clock hours of instruction and total enrollment.

TABLE V-21: Number, Duration, and Enrollment of Continuing Education Events in 14 AALS Associate Member Schools, 1980-81

School	Number of Events	Clock Hours	Enrollment
Alabama A and M	18	219	232
Appalachian State	2	27	
Baylor	3	5	53
Central Arkansas			
East Tennessee			
Indiana State	2	19	125
Kutztown	6	31	195
Mankato	1	8	75

TABLE V-21: Number, Duration, and Enrollment of Continuing Education Events in 14 AALS Associate Member Schools, 1980-81 (cont.)

School	Number of Events	Clock Hours	Enrollment
North Carolina - Greensboro	3	6	60
St. Cloud	6		198
Sam Houston			
Southern Illinois	1		
Western Kentucky	7	10	109
Western Maryland	1	84	55
	50	409	1102

In summary form, Table V-22 compares the total continuing education activities by type with the total hours and total enrollment. Eleven (35 percent) reported a total of 50 continuing education activities occupying 409 hours of instruction with a total enrollment of 1102. These are approximate numbers since no data was reported for all categories.

TABLE V-22: Number, Duration, and Enrollment of Continuing Education Events in AALS Associate Member Schools, 1980-81--Summary

Type	No. of Schools	No. of Events	Total Clock Hours	Total Enrollment
Institutes	5	8	172	253
Seminars	2	6	23	83
Workshops	4	18	70	415
Conferences	3	3	18	75
Forums				
Colloquia	2	3	6	145
Short Courses	2	10	120	83
Other (course)	2			38
		50	409	1102

Five schools (Baylor, Indiana State, Mankato, North Carolina--Greensboro, St. Cloud, and Western Maryland) said that CEU's were not available. Western Kentucky and Appalachian State award for some activities and not for others. Alabama A and M awarded CEU's for all their Continuing Education activities. Kutztown and Southern Illinois did not reply.

Table V-23 shows a breakdown of geographical target groups.

TABLE V-23: Geographical Target Groups for Continuing Education in 10 AALS Associate Member Schools, 1980-81

Target Group	Schools
Local	Baylor, Indiana State, Kutztown, Mankato, North Carolina - Greensboro, St. Cloud.
State	Alabama A and M, Appalachian, Mankato, North Carolina - Greensboro, St. Cloud, Western Kentucky, Western Maryland.
Regional	Appalachian State.
National	Western Kentucky.

Table V-24 gives a breakdown of personnel target groups. Public libraries and school media personnel constitute the primary target groups for continuing education programming of the reporting associate schools.

TABLE V-24: Personnel Target Groups for Continuing Education Activities in 11 AALS Associate Member Schools, 1980-81

Target Group	Schools
Public Librarians	Alabama A and M, Indiana State, North Carolina - Greensboro, Western Kentucky
Public Library Trustees	
School Librarians/Media Specialists	St. Cloud, Mankato
No Priority Indicated or unusable data	Appalachian, Baylor, Kutztown, Southern Illinois, Western Maryland

Table V-25 shows the subject emphasis priorities of the schools reporting. No single subject appears to be the dominant emphasis. No subject was listed by more than a single school.

TABLE V-25: Subject Emphasis Priority in Continuing Education Activities in 11 AALS Associate Member Schools, 1980-81

Subject Emphasis	Schools
Censorship	Appalachian
Community Analysis	Indiana State
Current Issues	Western Maryland
Information processing and storage	Alabama A and M
Time Management	Mankato
No Priority Indicated or unusable data	Baylor, North Carolina - Greensboro, St. Cloud, Southern Illinois, Western Kentucky

Table V-26 provides information on the location of continuing education instruction. Most schools reporting provided continuing education instruction on their own campuses.

TABLE V-26: Location of Continuing Education Instruction in 10 AALS Associate Member Schools, 1980-81

Location	Schools
On-Campus	Alabama A & M, Appalachian, Baylor, Indiana State, Kutztown, Mankato, North Carolina - Greensboro, St. Cloud, Western Kentucky, Western Maryland.
Off-Campus at University Facility	
Off-Campus at Other Locations	Indiana State, St. Cloud, Western Kentucky
Other Modes of Delivery	
No Response	Southern Illinois

Table V-27 presents data relating to financial support of continuing education.

TABLE V-27: Sources of Financial Support for Continuing Education in AALS Associate Member Schools, 1980-81--Summary

Source of Funding	Number of Schools by Percent of Support				
	96-100%	76-95%	51-75%	26-50%	25% or less
Institutional			1	1	4
Federal Funds				1	
Fees	2	6		1	
Contracts & Grants (other than Federal)					1
Other					
Honorary Funds					
Donations					
No Response = 1					

Table V-28 summarizes data on faculty compensation for continuing education instruction. Most schools reporting have such instruction as part of their faculty teaching load.

TABLE V-28: Methods of Determing Compensation for Continuing Education Program Faculty in 9 AALS Associate Member Schools

Method of Determining Compensation	School's Own Faculty	Outside Instructors
Negotiated	North Carolina - Greensboro	North Carolina - Greensboro
Flat Fee	Alabama A and M, Western Maryland	Alabama A and M, Appalachian, Indiana State, Mankato, Kutztown, Western Maryland
Formula	Kutztown, St. Cloud	Kutztown, Western Maryland

TABLE V-28: Methods of Determining Compensation for Continuing Education Program Faculty in 9 AALS Associate Member Schools (cont.)

Method of Determining Compensation	School's Own Faculty	Outside Instructors
Part of Teaching/Service Load	Appalachian, Mankato, St. Cloud, Western Kentucky	
No Response or unusable data = 2		

Table V-29 summarizes data on faculty for continuing education instruction.

TABLE V-29: Sources of Faculty Used for Continuing Education Activities in 10 AALS Associate Member Schools, 1980-81

Source of Faculty	Most Often	Least Often	Did Not Use
Library Science Faculty	Alabama A and M, Indiana State, Mankato, North Carolina-Greensboro, St. Cloud, Western Kentucky	Baylor, Kutztown	Kutztown
Visiting Library Science Faculty	Mankato, Western Maryland		Alabama A and M, Baylor
Other Faculty in Institution	Western Maryland	Appalachian, Baylor, North Carolina-Greensboro, Western Kentucky	Alabama A and M, Mankato
Practitioners	Alabama A and M, Appalachian, Baylor, Kutztown, North Carolina - Greensboro, Western Maryland		
No Response = 1			

Table V-30 shows data on the administration and coordination of continuing education programs.

TABLE V-30: Methods of Administration and Coordination of Continuing Education Activities in 10 AALS Associate Member Schools, 1980-81

Method of Administration & Coordination	Most Often	Least Often	Did Not Use
Library School Coordinator	Appalachian, Baylor, Mankato, North Carolina - Greensboro, St. Cloud, Western Kentucky, Western Maryland		Alabama A and M
Faculty Committee	Alabama A and M, Indiana State	Baylor	
University Office of Continuing Education	Alabama A and M, Appalachian, Kutztown	Baylor, Western Kentucky	
Other			
Student Organization	Baylor		
No Response = 1			